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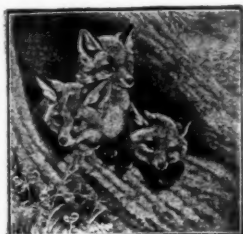
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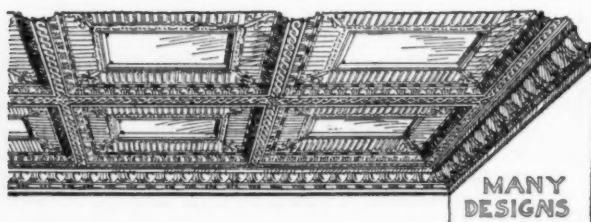


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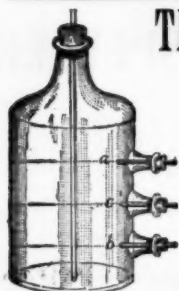


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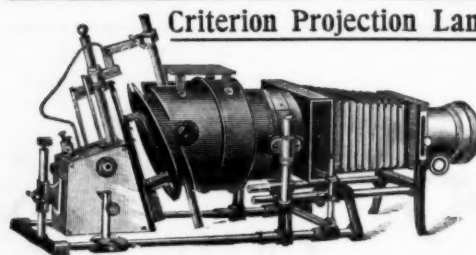
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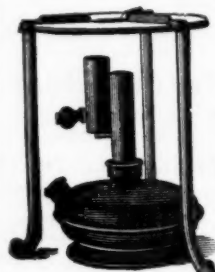
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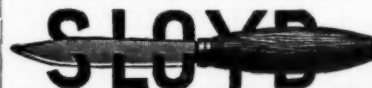


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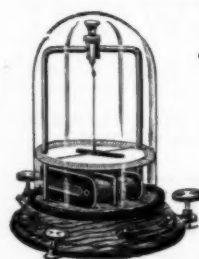
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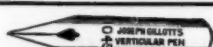


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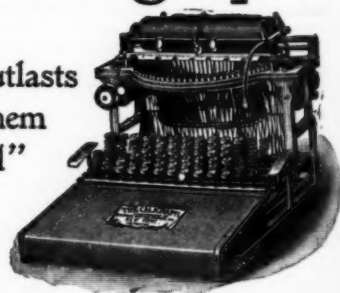
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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LII.

For the Week Ending May 2.

No. 18

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The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.

## The School Superintendency.

By A. P. MARBLE.

The office of superintendent in our public school system is an evolution within the past fifty years; it has grown out of the development of that system; and like the system itself it is not identical even in municipalities of similar size. The American school system is not defined by any law of Congress; it has not been promulgated by the bureau of education at Washington, for this bureau does not act with authority as the minister of instruction does in France and yet there is a well-defined American system. It is found in the enactments and the practice of the several states; and these states have copied largely from each other through the information disseminated by the bureau at Washington and by other means. By educational journals, conventions, addresses, etc., the active educational thought of the country diffuses itself and permeates the whole country in a manner not unlike the law of the diffusion of gases in the physical world.

In the early days of the republic the great teachers made their own place, they found their own way without restraint. Such men were Taylor, of Andover, Mark Hopkins, at Williams, Wayland, at Brown, and Woolsey, at Yale, in the higher education; and in the elementary each town had its representative, of more or less eminence. Public education had not then become a system. Later, with the increase in population and the influx of great numbers of children in the larger towns and cities, the work of teaching had to be distributed; it could not be done by hand, as it were, but in the bulk and wholesale; not all the teachers could be the equals of these great lights. Organization became necessary in schools as in factories. Hence arose normal schools for training teachers, and superintendents to direct the work of those teachers.

The office of superintendent varies more or less in each municipality just as the school system itself varies, but, like that system in its several parts, there is a general uniformity of duties belonging to all superintendents, though the practice must vary with the size of the municipality to some extent, and with the local organization.

In a large factory or corporation the board of directors appoints an expert to superintend the business in all its departments, and carry it on successfully. If the business is small he may attend to all its details; if the business is extensive he will need to work largely through subordinates in the several departments; but in either case he must have the general control, as the school superintendent must and see that these departments

harmonize; and the directors look to him for satisfactory results. But the analogy between a superintendent of a business and the school superintendent may be pressed too far; with the former the finished product and the net profits are tangible and easily computed; with the latter the results are personal character and individual power, spiritual products that may not appear in action till years afterwards.

The commissioner of education at Washington is not technically a superintendent since his main function is to collect and disseminate information; and yet by this very means, through judicious selection of matter, and by lectures, discussions, and essays, this officer has always exerted a powerful influence on the education of the country. The state superintendent has a similar function; and besides he may largely influence the school legislation of his state. The principal of a sole and well-organized school in a small town, with half a dozen teachers under him, for whose work he is responsible, is a superintendent in a small way; and between these extremes the state superintendent and the principal in a small town, there are superintendents of almost endless variety; a variety produced by the extent of the system, by its organization, and by the capacity of the incumbent and his conception of his duty.

Public school education has grown to be something more than the mere teaching of reading, writing, and a little arithmetic for practical use; its more ambitious aim now is to put the child in possession of all his powers, physical, intellectual, and moral, up to the stage when he leaves school, be that stage early or late.

No school can impart anything to compensate for the loss of health. A prime object in school, then, should be not only not to impair the health of pupils, but to improve it when it is feeble. The construction of the school-house for the ease and bodily comfort of growing children, its heating, lighting, and ventilation, all its sanitary conditions and appliances, and everything that may in any way affect the physical development of children is not less important than pedagogics; for it is sinful to turn out learned invalids. And more, it is the province and the duty of schools to make healthy children out of feeble ones.

It is the superintendent's function, then, if he is really and not nominally only a superintendent, to take cognizance of the school-house and grounds; not that he should be a carpenter or builder; but no carpenter nor superintendent of buildings should have the power to thwart the superintendent of schools in this direction, since the houses are built for the children whose education and welfare are in the control of the superintendent of schools and not of the superintendent of buildings. But the details of all school-house accommodations belong, of course, to the latter officer.

Mental development, like physical growth, depends upon certain laws. These laws are much studied at present, and they are becoming known. They relate to

the natural order of studies to correspond to the normal intellectual growth of children ; and this in turn is governed largely by the physical growth. The course of study and the end it aims at, belongs to the superintendent, as well as the means by which that end is to be reached,—the text-books, apparatus, and other appliances. It is his function also to note the skill and the adaptability of the teachers for the work of instruction; to inspect the teaching, to counsel, direct, instruct, reprove, and correct ; all to the end that the poor teacher may become good and the good better. And it is part of his disagreeable duty to eliminate from the corps the hopelessly incompetent. This duty involves the further duty of passing upon the qualifications of candidates for the position of teacher, and having a voice in their appointment. Now this duty is delicate, difficult, and responsible, but indispensable. It requires impartial and impersonal judgment and wise discrimination ; and when that duty has been performed honestly and capably, the superintendent should be amply protected against the inevitable attacks of disappointed people, in order that he may act fearlessly.

The moral education is produced largely by the wholesome discipline of daily school duty, and by the ceaseless, pervasive influence of the teacher's personality. The cardinal virtues may be taught specifically by precept ; but the fine unfolding of good character comes less from formal precept than from the unconscious influence of example in the teacher. Courtesy, kindness, cheerfulness, are contagious. If the moral influence of a teacher is not good, she should not be allowed to demoralize children. Immoral life and conduct are not referred to here. The duty in such cases is obvious; fortunately they happen rarely among teachers, and need no comment. Children may be demoralized by a fretful, dissatisfied temper, for example. It is the duty of the superintendent to guard the moral education of the children as much as the intellectual ;—moral, not in the sense of religion, technically so called, but in the sense of symmetrical character ; and this requires a reverence for the Supreme Good.

The classification of pupils and their progress from grade to grade in our system of graded schools should be controlled by the superintendent. And there should be a broader test than mere ability to answer questions, which is not always a test of ability to study profitably in the more advanced grade. This ability should be the criterion for advancement, and it should be shown in more ways than one. Above all it is the duty of the superintendent in this regard to secure among the pupils a conviction that the best place for them each is, not always the higher grade, but the grade where they can work most profitably and learn most—that is, grow fastest.

Now, the superintendent in the little town, with half-a-dozen teachers, may personally accomplish all this. If the town has twenty schools with ten teachers in each, he is more remote from the individual pupils and teachers ; if he is in charge of a metropolitan city, he is still more remote—so far from individuals that in all these respects he cannot possibly influence them all directly. But through organization, through the delegation of authority to subordinates of several ranks in all departments, he may accomplish the same thing on a large scale which the man in the small town does with his school on a small scale. Growth takes place in the capillaries, at the extremities of the arteries ; but the blood circulates from the heart. The brain is the seat of sen-

sation ; but sensation comes from every part of the body through the nerves ; and other nerves convey the motive of action from the brain. Ulysses, the Greek, used to fight hand to hand ; Ulysses S. Grant directed the armies of the continent through organization. There was another general who organized much and fought but little. The organization in schools as in the army, is a means and not an end. It should not absorb the attention of the chief.

It may seem as if too much is here attributed to the superintendent ; too much of the Lord High Executioner in the play. If less were placed upon him he would not be a superintendent—for this word implies oversight of the whole. This great duty however, is general, otherwise no man could do it all in our largest cities ; it is not individual and personal ; the details must be distributed.

The general should not be an adjutant. And the superintendent is always under the direction and control of the board of directors whose assistance largely relieves him of the burden.

A veteran of the Civil war had many times recounted his military exploits in the presence of his son ; and at last the boy, naively said, "Father, did anybody help you to put down the rebellion?"

The superintendent is only one factor in public school education, though a leader. The board legislates, directs, assists, and controls. The assistant superintendent, the principals, and the teachers execute ; and upon the quality of these subordinates the success of the administration largely depends. The great leader shows himself great in selecting the ablest lieutenants, and in influencing the legislation by which he himself is controlled.

Grant conquered the rebellion under the control of the secretary of war and the laws of Congress, and with the subordinates appointed by them ; and by virtue of his commanding ability, he suffered from no restricting laws, from no opposing orders from his superior, and from no opposition of his subordinates ; for he always managed to get the very ablest lieutenants and he was too great to be jealous of any of them. He knew that the fighting was to be done by them and the privates ; and the army existed solely for the purpose of fighting.

The superintendent of schools in a large city is similarly placed. He works through lieutenants who should be the ablest obtainable, and with the teachers of all grades by whom the actual work of education must be accomplished, and in whom he may inspire a noble enthusiasm and *esprit de corps*. To recur to a figure already used: The life-blood is forced outward by the heart through the arteries ; but bodily growth takes place in the capillaries !

### When the Teacher Gets Cross.

When the teacher gets cross and her brown eyes get black,  
And her pencil comes down on the desk with a whack,  
We chilluns in class sits up straight in a line,  
As if we had rulers instead of a spine!  
It's scary to cough, and it's not safe to grin—  
When the teacher gets cross and the dimples goes in.

When the teacher gets cross the tables all mix,  
And the ones and the sevens begin playing tricks.  
The pluses and minus is just little snears  
Where the cry-babies cry all their slates up with tears.  
The figgers won't add, and they act up like sin—  
When the teacher gets cross and the dimples goes in.

When the teacher gets cross the readers gets bad,  
The lines jingle round till the chilluns is sad,  
And Billyboy puffs and gets red in the face,  
As if he and the lesson were running a race!  
Till she hollows out "Next" as sharp as a pin—  
When the teacher gets cross and the dimples goes in.

When the teacher gets good her smile is so bright  
The tables gets straight and the readers gets right,  
The pluses and minus come trooping along,  
And figgers add up and stops being wrong,  
And we chilluns would like (but we dassent) to shout,  
When the teacher gets good and the dimples comes out.  
—From the Rochester (N. Y.) *Express*.



## Pensions for Public School Teachers.

The question of pensioning teachers is being widely discussed just now. Friends and opponents of the idea are equally active to influence public opinion with their arguments. THE JOURNAL has been repeatedly asked to suggest feasible plans and to describe the results attained by the pension systems in foreign countries. The acknowledged model of modern systems of pensioning state officers in general and public school teachers in particular is that of Germany. The details of this plan, the reasons for it, the manner of raising the necessary funds, etc., are fully and clearly described in the new book by Dr. Levi Seeley, entitled "The Common School System of Germany and its Lessons to America." This work which is crowded with practical suggestions of highest value to teachers and school officers in general, contains also a chapter on "Pensions for American Teachers," which, as it answers many of the questions put to the editor by readers of THE JOURNAL, is here reprinted:

### PENSIONS FOR AMERICAN TEACHERS.

*Application of Pensions to America.*—It is obvious that pensions according to the German method would not answer for present conditions in America. The insecurity of the teacher's position and frequent changes connected therewith, the lack of any systematic scale of salaries, and the comparatively sufficient salaries paid are factors that do not arise in Prussia. Instead of engaging in a work and carrying it out for a lifetime, or until called to a better position, as is the case with the German teacher, the American teacher is reappointed from year to year, when no adverse political or other influence prevents, but never has any security whatever of holding his place, however faithful, efficient, or successful he may be. Consequently the average length of the teacher's service with us is only about five years, instead of twenty-five as in Prussia. There can never be a thoroughly successful school system in America until this is corrected.

*Need of Pensions not so Great With Us.*—Then, too, the need of pensions for American teachers is certainly not so great as is the need for German teachers. The salaries paid in America, while by no means what they should be, certainly in most cases admit of a comfortable living and do not exclude the idea of saving something against the time of need. So there is not the need of pensions in any such sense as in Germany. Another fact must be taken into account in the discussion of this question. Prussia pensions not only her military but also her civil officials on a plan similar to that of the teachers. All railway and telegraph employes on the lines belonging to the state, all secretaries and government clerks, all post officials, of whatever kind, are entitled to pensions. With us pensions are chiefly limited to the army and navy, therefore the subject of pensions is regarded quite differently in the two countries. But the same reasons exist for pensioning these other classes in Prussia that exist for pensioning teachers, though not in the same degree, for the teachers are poorest paid of all state officers. And that reason does not exist in American civil relations, nor are civil officers continued long enough in service to warrant a pension.

*Still pensions needed in America.*—But in spite of these different conditions it is certain that pensions for teachers is but just to them, and would work great good for the schools. The recent movements in various cities and states show that the subject is securing attention, and doubtless a solution will be found. It will not pauperize the teacher any more than it pauperizes the soldier in America, or the teacher in Germany. When teachers are recognized as state officers, and given permanent positions, as we have elsewhere demanded, the greatest difficulty, that of adjustment will be removed. When teachers have met the requirements of the state and are admitted to the rank of permanent teachers, a

pension could be granted them dependent upon the length of service, whether it be in one school or several. As in the army there are different grades of pensions for officers of various grades, and for privates, so in the teaching profession there should be different pensions for different ranks of teachers.

*Two grades of permanent teachers.*—We have required elsewhere\* that there shall be two grades of teachers, those having completed the ordinary normal school course or its equivalent, comprising the great mass of common school teachers, and those having completed the higher normal school course or its equivalent, comprising the high school teachers, the principals, superintendents, etc. (See page 181.)\* When these conditions are reached, a scheme for distribution of pensions will be simple. It is not the design to work out the details of the scheme here, but it should be based on the following principles:

### PRINCIPLES GOVERNING THE PENSION QUESTION.

1. The common school teacher should be entitled to the minimum pension after ten years' service, reckoning from the time of entrance into the rank of permanent teacher, without regard to the salary received, and this should increase from year to year.

2. The teacher of the advanced grade should be entitled to a larger pension than the above under the same conditions, his time to count from the time of his entering service after obtaining the advanced certificate, regardless of whether that service be in the common school or in higher work. This would be a proper recognition of those who have taken the advanced preparation and have not been able to secure work in the higher schools.

3. Principals, superintendents, and other school officials, upon whom greater responsibility rests, should be entitled to the pension of the high school teacher from the time of acquiring that rank, under the same conditions as No. 1, and an additional sum beginning with the time of their induction into the higher office. This also should increase with the years of service, and might again be graded as follows: 1. Principals. 2. Superintendents in cities under 10,000 inhabitants. 3. Superintendents in cities from 10,000-100,000. 4. Superintendents in cities of over 100,000. Provision should also be made for assistant superintendents, district school inspectors, etc.

4. The pension of female teachers should be two-thirds of that of male teachers of corresponding rank. This difference is necessary because upon the man devolves the responsibility of providing for a family.

5. The teacher should have the right to retire at the age of 60 as pensioner. If he withdraw before that time for any other cause than physical or mental disability, all right to pension should cease.

6. Pensions should be assumed and paid by the state. No other plan could be devised which would satisfactorily meet the present conditions and those that are likely to exist for some time to come.

*The state to assume the responsibility of pensions.*—If left to the community, no teacher well along in years could obtain a position, as every community would be bound to avoid saddling themselves with those who would soon become pensioners. Thus the service of the ripest and best years of a man's life would be lost to the state. Then, too, with so many changes of teachers, it would be difficult to decide to what community the burden of a pension belongs, or what part of such burden. Again, it would be a constant source of friction between teacher and people. The state alone, therefore, can best assume this responsibility, and it is proper that it should do this, as the teachers are its servants.

### DUTY TOWARD PRESENT TEACHERS.

This plan marks out an ideal for the future, and is

\*Reference to the book of Dr. Seeley "Common School Systems of Germany and its Lessons to America."



based upon the preceding reforms proposed. Until these reforms are inaugurated, what is to be done with those now in service who have given their lives to the state and to the training of the youth? These faithful men and women must be recognized, and some compensation rendered for their years of faithfulness and efficiency without adequate pay. The same general principles above indicated could be applied, the chief difference being in the grades of teachers. This, however, could be adjusted so that teachers of lowest grades should receive the minimum pension, which would be increased with the years of service. Perhaps no pension should be given unless the teacher has been at least twenty years active, and the amount would necessarily be less than in the above case, where broader preparation is demanded.

In so far as teachers have now met the requirements marked out as the ideal to be sought in the state, they should be entitled to a pension under that plan, and this should be continued until gradually all teachers will become entitled to such participation.

#### BENEFITS TO COME FROM PENSIONS.

Let us look at some of the results that might be expected from the adoption of pensions for the American teachers based upon some such plan as has been outlined:

1. It would encourage men and women to enter teaching and devote their whole lives to it, thereby increasing the number of teachers of experience and maturity.
2. It would give a permanency to the calling of teaching now sadly lacking, in that it would offer an added incentive to those who have begun to continue in the work.
3. It would give assurance which would remove anxiety concerning the future, and thereby enable all the

powers of mind and body to be devoted to the school-room and to the interests of the pupils.

4. It would recognize the teachers as state officers, thereby adding to their influence in the community.

5. It would tend to systematize educational interests, and thus add to their efficiency and success.

6. It would necessitate the fixing of a definite standard of fitness for those who are to have the benefit of pensions, as the state would necessarily require a return for its investment; this could be assured only by high requirements of preparation and pedagogical fitness.

#### JUSTICE OF PENSIONING TEACHERS.

It may be urged that pensioning teachers savors too much of paternalism, and that the teacher should be paid a salary sufficient for his present wants and to enable him to save for the future. The teacher, like the pastor, must devote his life for the good of his fellow-beings, and therefore he is withdrawn from many active phases of life which would enable him to make and save money; he does not acquire business habits, nor does he have business opportunities that other men do. It seems that this must always be so if the teacher, like the pastor, is to be of greatest use to the community. Therefore let the state, which the teacher serves, do for him what the Church, which the pastor serves, does for him. All churches have funds for the help of their old pastors who have given their lives for her; let the state do the same for the teachers who just as truly have devoted their lives for its interests.

Pensions are just to the teacher, and the state should recognize this obligation, thereby assuring its servants in their old age from want, and showing proper appreciation of a class of men and women who perhaps have done more than any other class in the establishment of the foundations of the state, which in a republic are laid in the intelligence and morality of its citizens.



FIFTH AVENUE HIGH SCHOOL, PITTSBURG, PA.

## Horace Mann on School Books.

In commenting on the "duty of the town committee of directing what books shall be used in the schools," the young secretary says: "There is a public evil of great magnitude in the multiplicity and diversity of elementary books. They crowd the market and infest the schools. One would suppose there might be uniformity in rudiments, at least; yet the greatest variety prevails. Some books claim superiority because they make learning easy, and others because they make it difficult. All decry their predecessors, or profess to have discovered new and better modes of teaching. By a change of books a child is often obliged to unlearn what he had laboriously acquired before. In many important particulars, the pronunciation, the orthography, and the syntax of our language changes according to the authority consulted. Truth and philosophy, in regard to teaching, assume so many shapes that common minds begin to doubt whether there be truth or philosophy under any. ("First Annual Report of the Secretary of Board of Education, Boston, January 1, 1833," in *The Common School Journal*, vol. I., pp. 251.)

This was after a generation of school-book making in this century, with the hope of introducing uniformity.

Again, just fifty years ago, in 1846, we hear him taking leave of the topic of "the use of keys in mathematical studies," (the chief point relating to text-books taken up in this 9th Annual Report,) "with the expression of an intense desire that those who use, as well as those who prepare mathematical text-books, will take into consideration the moral tendencies as well as the intellectual bearings of the methods they adopt, and of the works they publish. If each day's addition to arithmetical knowledge is to be a subtraction from the authority of conscience, it would be better that such days should never dawn." (*The Common School Journal*, vol. VIII. p. 183, June 15, 1846. The report was issued Dec. 10, 1846.)

## New York's Debt to Mann.

Next to Massachusetts no state is more directly indebted to Horace Mann than New York. He was the leader in the movement which resulted in the establishment of the State normal school at Albany. At his recommendation David P. Page became the first principal of this institution. He was also a most conspicuous figure in the great "Free School" campaign which began in the early forties.

### CAMPAIGN FOR FREE SCHOOLS.

The system of free common schools in New York, it will be remembered, is hardly thirty years old. In 1846 a state convention of superintendents was held to consider the "practicability and expediency" of such a system. Horace Mann was present and his address on this occasion made this the most memorable educational meeting ever held in the state. In an animated and eloquent manner he explained the idea of "*universal education of the people in common schools FREE to all*," illustrated its excellences, examined and refuted the arguments brought to bear against it, and commended its adoption and embodiment in the state constitution on every principle of public policy and statesmanship. It was due to the powerful effect of this masterly plea that the convention adopted the following resolutions:

"Whereas, The system of free schools, as adopted by Massachusetts, and by several of the large cities and towns of this and other states, has been found, by the practical experience of years, to work well, securing a more general and punctual attendance of scholars, awakening a more widely extended and deeper interest in the minds of the great mass of the people in the success of our primary nurseries of education, thereby ensuring the elevation of the standard of common school instruction, and more widely diffusing the inestimable blessings of a sound and generous education; therefore,

"Resolved, That this convention, fully impressed with the importance of the various considerations involved in this question of free schools, and believing that it is one that, sooner or later, will receive the approbation of all, do most respectfully commend the subject to the calm and dispassionate consideration of the sovereign people of this state, and to the favorable notice of the members of the convention about to assemble to revise the constitution of the state.

"Resolved, That a certified copy of the above preamble and resolution be presented to the presiding officer of the convention referred to, with the request that the same may be laid before that honorable body for their consideration."



HORACE MANN.

"The child is the ancestor of those who are to follow; and hence must receive great care in order to transmit civilization and culture."

The adoption of this resolution was widely commented upon in the newspapers and public sentiment was greatly affected thereby. The constitutional convention which assembled soon after adopted the following section, by a vote of 57 to 53:

"The legislature shall provide for the free education and instruction of every child of the state in the common school now established, or which shall hereafter be established therein."

But the opponents of the measure succeeded by shrewd maneuvering in so amending it that the article as finally adopted read thus:

"The capital of the common school fund, the capital of the literature fund, and the capital of the United States deposit fund, shall be respectively preserved inviolate. The revenue of the said common school fund shall be applied to the support of common schools; the revenue of the said literature fund shall be applied to the support of academies; and the sum of \$25,000 of the revenues of the United States deposit fund shall each year be appropriated to and made a part of the capital of the said common school fund."

Thus terminated, S. S. Randall writes,\*: "The first effort of the establishment of FREE SCHOOLS; and an interval of more than twenty years was destined to elapse before its final accomplishment. An entire generation of children were destined to pass from birth to full maturity before the exertions of its indefatigable advocates and champions throughout the whole of the

\*History of the Common School System of the State of New York.



intervening period should be crowned with success."

It was during the session of the legislature of 1867 that an act was adopted declaring the common schools of the state *absolutely free* to all children of school age. This was done on the recommendation by the then state superintendent, Victor M. Rice. But the deeper reason for the prompt action of the legislature was that the people were aroused and demanded free schools in unmistakable terms threatening to punish every politician who should dare to obstruct the adoption of the law. And the arguments which had stirred the people to action were those that Horace Mann emphasized in the address already alluded to, extracts of which were printed on leaflets and scattered broadcast over the state.

#### NORMAL SCHOOL.

The question of normal schools was brought before the state convention of county superintendents on May 5, 1842. Horace Mann took the floor and defended the normal school idea against the opponents who were present with the time-worn phrase, "A man who cannot learn the details of school-room management by experience is one who cannot be taught these details by precept." He argued that no fact was more plain and obvious than that it is one thing to learn, and another to teach. The one was the ability of *acquiring*, the other of *imparting*, processes as different as could be named. For a *learner*, it was only necessary to study and understand *his own mind*—to find out in what manner he himself could most thoroughly master a subject; but for a *teacher*, it was necessary to know in what way *different minds*, with different natural tendencies, and different habits of thought, could accomplish the same task. How much there was in this distinction those could readily understand who know that the teacher has all varieties and shades of mind to deal with, while the mind of the learner is but one. Most readily did he admit that teaching was unlike any mechanical pursuit—but it was unlike in being more difficult, more profound, more important—and, therefore, should be unlike it in requiring not only less, but more, preparation—vastly more—ininitely more.

It had also been said that the Creator had made every parent a teacher. True; but did it follow that because the Creator had established no institution for teaching parents, therefore all the duties of the parental relation would be well discharged without any or would not be better discharged, with such instruction? Let the deplorable condition of thousands and millions of children, not only in our own, but in all preceding times, answer the question. If such were the legitimate inference from the fact that the Creator had established this relation without providing any mode of teaching parents, then we must discard all our schools, academies and seminaries of learning; for in the same sense in which God has made no provision for educating parents, he has built no school-house, academy, or college. Mr. Mann then proceeded to give a full and detailed description of the methods of instruction in the normal schools of Massachusetts, the requisites for admission, and the practical application of the precepts given in the experimental schools. By these means the standard of education had been advanced very materially. He concluded by saying he could wish no better fortune to New York than that she should crown all her noble efforts in the cause of education by the establishment of one or more normal schools.

The result of the discussion which followed Mr. Mann's address was that a resolution was adopted requesting the state superintendent to urge the adoption of measures to enable New York "to test the usefulness and enjoy the benefits of normal schools for the preparation of common school teachers."

At the conclusion of the proceedings Horace Mann rose and congratulated the convention on the good work they had accomplished. They would be compelled, he said, to contend with some dark and stormy times before they could see the result of their labors. Such

labors did not come to maturity in a single season. Like the oak, they required both the sun and the storm; but, when matured, they survived through ages of change.

"Go on, then, though you should meet with obstructions, with contumely—the hour of triumph will eventually come. Though it may be your destiny long to labor without witnessing the product of your toil, yet that labor—like that of the tiny insect that builds at the bottom of the sea, going on, age after age, steadily with its work, until, by-and-by, it brings up the rock-built continent to the surface—will, at no very distant period, bring about as great and permanent results. In parting from you, let me say that if Napoleon, when he led down his army from the Alps into Italy, was able to excite his soldiers to frantic courage, by depicting to them the honors which awaited them from their victories and triumphs—if all this could be done by presenting to them the idea of returning home in old age gathering their grandchildren about the fireside, and being able to say: 'I, too, was of the Army of Italy'—with what strong and enduring emotions ought not these deputies to be inspired, that it may be in their power to say, as this work goes progressively on, looking upon the improved condition of this great state, its internal resources developed, its intellect resplendently diffused over the country: '*I, too, was a co-worker with God in this great labor!*'"

Two years later, on May 7, 1844, the legislature of New York passed a law establishing the normal school at Albany.

#### THE LEGION OF HONOR.

The labors of Horace Mann in the service of the common school will never be forgotten as long as there are students of educational history. To him belongs the honor of having been the first to announce and defend the principle of universal education of the people in common schools free to all. And to him also America is indebted, in a great measure, for the establishment of state normal schools for the training of common school teachers. The first convention of normal school workers ever held in this country intended to formally recognize this latter service and "do honor to the living." But Horace Mann died a few days before this meeting was opened at Trenton, N. J., in 1859. To Professor William F. Phelps, of the Albany normal school, he wrote in response to an invitation to be present at the convention:

ANTIOCH COLLEGE, YELLOW SPRINGS,

April 28, 1859.

Hardly anything would give me more pleasure than to accept your kind invitation, by means of which I should expect to find myself in the presence of my old fellow-teachers once more.

Common schools were my first love; they will be my last. But I know not what my plans will be for the summer. I must recruit my health. I am *abolished* by hard labor. I am a white slave, without any abolitionist to pity me. If, however, it shall be possible for me to join the "Legion of Honor" once more, though it shall be but for a single day, I shall rejoice to do so. How vividly do I remember the time when this cause emitted its first glimmering twilight ray! Now its glorious orb is ascending toward the meridian. When the day for the convention is fixed upon, please send me a circular, and oblige,

Yours very truly,

HORACE MANN

"In a social and political sense, ours is a free school system. It knows no distinction of rich and poor, of bond and free, or between those who in the imperfect light of this world are seeking through different avenues to reach the gate of heaven. Without money, and without price, it throws open its doors, and spreads the table of its bounty for all the children of the state. Like the sun, it shines not only upon the good, but upon the evil, that they may become good: and, like the rain, its blessings descend not only upon the just, but upon the unjust, that their injustice may depart from them and be known no more."—*Horace Mann.*



## Arithmetic: A Memory.

By MABEL ELLERY ADAMS.

[CONCLUDED]

United States money was taught to us that year and afterwards decimals, and I can remember that it seemed very silly to me for the teacher to explain decimals at such length because the pointing off, etc., were so much like what we had already learned in United States money.

The next year I heard some one talking in my home about interest. I asked what that meant and was told that it was a certain number of cents on every dollar, paid by a man who borrowed money to a man who lent money. I knew that we were going to study interest the next year, and so I made up examples for myself, and taught myself to do interest for years and months very well, days I did not consider. Of course later I learned other more rapid methods of computing interest, but the way which I had thought out for myself was always a means of verification with me.

From the time I was ten until I was fifteen and began to study algebra I cannot remember that any problem or subject ever seemed difficult to me, with one exception. One day when I was eleven some problems of this sort appeared upon the blackboard: "If A can do a piece of work in six days, B in four days, and C in three days, how long will it take all three men to complete the work if they all work together?"

I could not do those problems. I knew that I could not the first time that I read them over. It was perfectly apparent to me how *not* to do them; I know that none of the "ways" in which I had performed other problems would be effective in this case, and I did not try aimless adding or subtracting—I gave them up. When explaining time came the teacher found that not one pupil in the class had obtained a correct answer, so she gave us a clue. She said, "If A can do the whole of the work in six days what part of it can he do in one day?" It all flashed upon me then, and while she was drawing out an explanation from different pupils I went to work and performed the whole ten problems which all involved the same principle, and, as I said above, I do not remember encountering another unconquerable difficulty while I studied arithmetic. I made mistakes in plenty, but they were caused by careless thinking or careless reckoning, not by inability to understand the principles involved. It may be interesting to know that we never learned a rule of any kind except the rule for cube root, and to this day cube root is the one arithmetical subject for which I invariably hunt up an old arithmetic.

This fragmentary paper is not intended to prove anything. If there be any value in it, it is because it shows how number and the study of number seemed to one child. We get a great deal of the teacher's side of the study of number. I could write many pages on that side myself, but the children are seldom represented except as they are brought in to illustrate some teacher's theory. The paper grew from thoughts, occasioned by a very positive statement made by a prominent educator to the effect that all mental number is

naturally concrete; that the youthful mind would never conceive of abstract number unless taught to do so; and, moreover, that the adult mind never conceives of number in the abstract, because all the number of real life is necessarily concrete. Concerning the first two propositions I have written very fully from my own experience and I think I have shown that my youthful mind did conceive of abstract number. The last proposition seems like an unassailable truth, and yet I found, by watching myself, taking myself unawares, as it were, that when I was adding up columns of figures in account books I did not *think* cents while I was adding the cents, dimes while I was adding the dimes, and dollars while I was adding the dollars. It seemed to me as though I dealt with abstract numbers until I came, perhaps to the hundreds, perhaps to the grand total, and then the numbers suddenly assumed concreteness to me.

I asked a good many of my friends to watch themselves while they were computing and tell me the result, I could not get many satisfactory answers because most of my friends were unused to considering their own mental operations. One wealthy woman, of education and culture, told me that she never thought dollars and cents until she had put down the last figure in the answer. As she is an expert accountant and deals with large sums her testimony is valuable. The others who were able to give an answer at all agreed that when they were adding dollars and cents they never considered the numbers as concrete, that when they reached tens and hundreds of dollars the *result* of each column became concrete as it was written down, if the money involved concerned themselves personally, but if the computers had no personal interest in the sums of money they were adding then the numbers assumed concreteness only when the final result was reached. A clerk in a dry goods store told me that when she reckoned up small accounts for customers she never thought of the money involved, but of the numbers, and she was sure of this because she always felt surprised at results which were larger than she expected them to be, but the surprise never came until she had put down the last figure. For instance, if she were adding a column of dollars, and the last edition were eighteen and one, it was not until the nineteen was actually a fact in her mind and being written upon the paper that a sense of the largeness of the sum came to her. But she went on to tell me that when she was reckoning an account of her own the numbers always became concrete to her (in her own words she "thought dollars") as soon as she began to add the column of dollars.

A real-estate agent told me that in computing areas of house-lots he never thought long feet or square feet, he thought "figures," as he expressed it, and then when he had reckoned up an area he thought square feet. He thought long feet when he put down his figures and square feet when he finished, but during the actual computation neither the one nor the other was in his mind.

These answers made me come to the conclusion that we do deal with abstract number in real life, and then it was that I looked back over my own acquaintance with numbers with the foregoing rather disjointed result.



JACOB T. GLINES SCHOOL.  
Loring & Phelps (Boston), Architects. By courtesy of the A. T. Searns Lumber Co., Boston, Mass.

## School Libraries.

### Cataloguing and Classifying Books.

A person without library experience is made librarian, let us suppose, of a collection of 300 books, which are to be at once shelved and loaned to the public, or to the pupils of a school. He immediately takes account of stock. He does this by carefully checking off the books from the bills, and filing the bills in such a manner that they can be easily consulted—pasting them in a scrap book, for instance. Or he makes a list, brief, but fuller than the bills, of all the books and their prices, on sheets or in a blank book, heading it with an entry like this: "Books in the — Library when A—B— took charge, — 189—." If he makes any inquiries in regard to the methods of invoicing books in use in libraries generally, he finds that it is possible to get a blank book, ruled and lettered and numbered especially for library invoicing and called an "accession book." If it is probable that his library will increase to several thousand volumes within a few years, he will be wise to get one of these books. If expense is a serious consideration, or if the library will probably grow very slowly, he can make any small blank book or a few sheets of ledger paper serve very well. In his invoice or accession book or sheets he enters the following items concerning each of the volumes put into his charge: The author, the title, the publisher, the year of publication, and the price paid; and he leaves at the right of each entry space for any note that it may be necessary afterwards to add, and at the left of each entry space for entering book numbers if any should be adopted. Each entry occupies a line, each line is numbered from 1 up to such number as the library has volumes. The number of each line, called in library parlance the "accession number" is written on the back of the title page of the book described on that line. If any book is lost or stolen, or worn out and discarded, or rebound, or exchanged for another book, a note of the fact is made in the space left at the right of its entry in the accession book. This accession book is a life-history of every book in the library. It is such a record as any business-like person would wish to have of property entrusted to his care. It is also a catalogue of all books in the library, and a useful catalogue as long as the library is small. It can answer many of the questions which may arise about titles, prices, publishers, and the like.

The books being properly invoiced the librarian next marks them. He does this cheaply and efficiently by stamping them with a rubber stamp bearing the name of the school, village or society to which they belong. The stamp is of plain type and preferably in one line, as it makes a clearer impression in that form. The pad used is violet, as that color fades less than black or red. Pad and stamp together cost about fifty cents. The impression is put on the title page and on the 21st and 101st pages, and on several other pages if it seems advisable.

For keeping a record of the books loaned the librarian adopts the book-slip charging system suggested in a previous chapter. For each book he writes a slip as there described, and arranges the slips in the alphabetical order of the authors' names. Where there are more than one copy of the same book he identifies the second copy by writing a small "a" on the title page, the third copy by "b" and so on, writing the same letters on the corresponding book-slips.

He now puts his books on the shelves in the alphabetical order of their authors' names and they are ready for lending.

During the first year 500 volumes are added to the library. As they are received they are invoiced or accessioned and stamped, and book-slips are written for them. The collection now numbers 800. The books are used freely and a large proportion of them are all the time in circulation. Questions like these are asked quite often: Has the library any books by a certain author? Has it a book by a certain title? Has it any books on a certain subject? The answers to these queries the librarian cannot learn from the books themselves, for a third of them at least are all the time in the hands of borrowers. He can answer the first one by looking over the two sets of "books in" and "books out" slips, though this involves looking through two alphabetical series. The second he can answer only from memory, or by running over all titles in his two sets of slips. For the third he must trust to his memory almost entirely. He meets these difficulties as best he can, and continues with the plan described for another year, when the library has increased to 1,500 volumes. Other disadvantages of his system now become more evident. For instance, some one comes in and says, "I would like to see all the poetry there is in the library." Another asks for "a look at all your history." An-

other, and her name is legion, wishes to take a look at all the fiction." Another asks for "something on Robert Burns," and not until she goes out, after a fruitless search, does the librarian remember Carlyle's dissertation on that poet in his collected essays. Another is "looking up certain features of English travel," and is disappointed. Neither she nor the librarian happens to remember that Hawthorne's "Note books" cover just the topic she was in search of. Manifestly the public is not getting the full value of the library. The books are there; but their usefulness is curtailed because a full and handy record of their character and contents is lacking.

Another and quite serious disadvantage he finds is the arrangement of the books on the shelves. After he knows, from memory or from an examination of his book slips, what volumes of poetry, for instance, there are in the library, it is necessary, if some one wishes to see them all, to run over the volumes and pick out here and there the special ones wanted. Bryant is near the beginning of the shelves, Longfellow near the middle, and Wordsworth comes close to the end. This difficulty he easily overcomes for a subject like poetry by putting all the poets in an alphabetical series by themselves. Fiction he arranges in the same way. And the books on history, travels, biography, and other easily distinguished subjects he groups without difficulty. This arrangement he finds has many advantages; but he soon meets with new difficulties, arising partly from the method of grouping he has adopted, and partly from the lack, previously noted, of any adequate key or index to the contents of the library. Some one asks if he has any of the works of Matthew Arnold in his collection. He does not happen to remember whether he has or not. If he goes to the shelves to learn, he does not know whether the books by that author which are in the library, if there are any, are in the class of poetry, or essays, or religion, or social science, or education, or what not; and he must run over all the books the names of whose authors begin with "A" in all classes, before he can answer. And even then an examination of the shelves proves nothing, as a full third of the books are out in circulation. If he goes to his book-slip lists to learn he finds there, for instance, "Arnold, M. Poems." This is plain, and he can put his hand on the book at once if it is in. He finds also, "Arnold, M., St. Paul and Protestantism," and for this he must look in perhaps three places, as he does not remember whether he placed that book with the biographies, on the evidence of the first part of its title, or with religion in view of the "Protestantism," or with the essays, because Arnold's standing as an essayist led him to think all his books not poems were probably essays. He finds he is himself sometimes at a loss, also, in placing books on the shelves, to determine in what group he should put for instance, Galton's "English Men of Science." Is it biography? Is it science? or, Is it psychology? If an examination to-day leads him to put it with books on psychology, will he remember that fact when he wishes to find it two months from to-day?

The difficulties suggested, and others not here noted, lead the librarian to this conclusion that it is wise to group the books in classes for the convenience especially of the people who visit the shelves, and all do this who wish; that if he does so group them they should be so marked that he can tell at a glance, when one is off the shelves, to just what group it belongs; and that, as the books themselves in any class do not form their own full catalogue many being all the time out of the library he should have a full catalogue by subjects as well as his full catalogue by authors. He decides also that he must have a list of the titles of all his books, and in many cases a partial list of their contents, if he would meet the difficulties already suggested arising from his lack of a complete and handy record of the contents of his library. Each entry in his record he finds, moreover, must bear such a characteristic mark that he can go from it at once to the book to which it refers; or he must, each time he refers to a book in his records, write out in full the name of its author, its title, and the name of the class in which he has decided to place it. He must, in effect, devise a scheme of classification for his library or use one already invented with a set of arbitrary symbols preferably brief and legible as the insignia of the several classes he adopts.

We may suppose that our librarian has by this time made the acquaintance of that most essential of library tools the *Library Journal*, that he has knowledge also of the Library Bureau, and that he has received hints and suggestions from his fellow-craftsmen. In the light of his own experience and under advice from those learned in the art of handling books he does as follows:

He decides that he will divide his books into sixteen classes which shall be designated thus:

CLASSES, AND THE FIGURES, CALLED THE NOTATION, USED TO INDICATE THEM.

00.—General Works, including Bibliography, Library Economy, General Cyclopedias, General Collections, General Periodicals, General Societies and Newspapers.

10.—Philosophy, including Metaphysics, Philosophical Systems, Logic, Ethics, and Philosophers.



15.—Mental Faculties, including Psychology, Mind and Body.  
20.—Religion, including Bible, Theology, Pastoral and Church Work, Religious History, Christian Churches and Sects, and Non-Christian Religions.

30.—Sociology, including Statistics, Political Science, Political Economy, Law, Administration, Associations, and Institutions—Customs, Costumes, and Folk-Lore.

37.—Education.

40.—Philology.

50.—Natural Science, including Mathematics, Astronomy, Physics, Chemistry, Geology, Paleontology, Biology, Botany, and Zoology.

60.—Useful Arts, including Medicine, Engineering, Agriculture, Domestic Economy, Communication and Commerce, Chemical Technology, Manufactures, Mechanic Trades, and Building.

70.—Fine Arts, including Landscape Gardening, Architecture, Sculpture, Drawing, Design Decoration, Painting, Engraving, Photography, Music, and Amusements.

80.—Literature, including Poetry, Drama, Essays, Orations, and Speeches, Humor, and Satire.

91.—Geography and Travel.

92.—Biography.

93.—Ancient History.

94.—Modern History, except United States.

97.—United States History.

Fiction.

The librarian now, with the classification scheme before him, decides into which class each book shall go, and writes the distinguishing figures of that class on the reverse of its title page, below the accession number, and also on a label pasted on its back. The fiction is distinguished by the fact that it is given no class number.

He finds that he can save himself considerable labor if, while he is thus handling his books, he makes out the full record, or index, or catalogue of authors, title, and contents, which he has already concluded it is desirable to have. He secures, therefore, a large supply—several thousand—of the slips of stout ledger paper already in use for book slips; or, better still, he buys from the Library Bureau similar slips carefully cut, conveniently ruled, and with a hole punched near their lower edges for the insertion of a wire to hold them securely in the tray or box or drawer in which they may be kept. On these slips he begins the making of a full record of his collection. For each book he writes a slip, or card, called commonly a "catalogue card," beginning with the name of its author, as, "Dole, C. F., American Citizen;" another beginning with the name of the book, as, "American citizen, C. F. Dole;" another beginning with the name of the general subject of the book, as, "Civil Government, Dole, American Citizen;" and still others, as it seems to him advisable, beginning with the names of certain subsidiary topics touched on in the book, as, "Government, Dole, American citizen;" and "Political Economy, Dole, American Citizen." In the left upper corner of each slip he writes the group or class number of the class to which he decides the book for which the slip is written belongs. When these slips are arranged in one alphabetical series they form such a record of the contents of his library as will answer in a moment any one of the questions already noted: Has the library any books by a certain author? Has it a book by a certain title? Has it any books or parts of books on a certain subject? The last question it will answer quite fully as the librarian wrote, for each book covering more than one subject, a slip for each subject that seemed to be treated therein at any length. This index or record of the library is commonly called a dictionary catalogue. It is easy to see that it adds enormously to the value even of a collection of 1,500 volumes. The numbers on the corners of the slips tell the librarian or the student who is using the library, in what class the books therein entered are to be found, and as the books in each class stand on the shelves in the alphabetic order of their author's names, any desired volume can be found in a moment.—From a "Library Handbook" issued by the Public Library of Denver. Edited by Mr. J. C. Dana, Denver, Colo.

#### American Medical Association, Atlanta, Ga.

The South will have an army of physicians within its borders within the next few days. The American Medical Association of the United States convenes at Atlanta, Ga., on May 5, the attendance from the East will be very large. The Southern Railway, Piedmont Air Line will run special cars from New York on their Limited Train, leaving at 4.30 P. M., May 2 and 3, to accommodate the heavy travel. The journey from New York being such a short one, and so comfortably made on a Pullman vestibuled train of dining and sleeping cars, has induced many to make the trip. Atlanta is making great preparations for entertaining its guests. The Southern Railway, through its Chief Surgeon, Dr. C. M. Drake, has tendered complimentary excursions to members and their families to Lithia Springs, Ga., Lookout mountain, Tate Epsom Springs, Tennessee, Hot Springs, and Asheville and the Land of the Sky, Western North Carolina. From New York a large number of prominent physicians will leave on 4.30 P. M. Limited of Saturday, May 2.

## Grading and Promotion.

### SUPERINTENDENT SHEARER'S PLAN.

A system of school grading which has attracted much attention all over the country is that inaugurated by Mr. W. J. Shearer while superintendent of the schools of New Castle, Pa. The leading newspapers from New England to California commented upon it in lengthy editorial reviews, and letters of approval were received from college presidents and professors, school superintendents and teachers of every grade. Mr. Shearer's election last year to the superintendency of Elizabeth, N. J., gave him an opportunity to test the practicability of the system on a larger scale than was possible in New Castle where he first conceived and tried it. The results show that it is applicable in any school system. The high praise accorded it by the people of Elizabeth and several of the leading papers of New Jersey and the readiness with which the teachers adopted it have induced the school officers of other cities to investigate the plan with a view of introducing it.

Supt. Shearer had long been convinced that the method of grading and promoting in common schools was very unsatisfactory. Visits to many cities for the purpose of studying their systems, and circulars from many more, confirmed his opinion. He sought diligently, though for some time unsuccessfully, for a plan which would be more pliant than the present procustean method. Later, while superintendent of schools, at New Castle, Pa., he attempted to work out a plan by which it would be possible for children to advance just as fast as they should go and no faster, so that the bright and dull pupils need not be yoked together during their whole school lives.

By the usual method of grading and promotion, owing to the impossibility of re-classification, the bright pupils are held back and the slow ones pushed ahead. As a result, the teaching becomes wholesale, and no allowances are made for difference in acquirements, aptitude, physical endurance, home advantages, the rate of mental development, etc. The examination *is made the test* of fitness for promotion, and if a pupil fails to "pass" he must wait a year or a half year before there is another opportunity for promotion.

Supt. Shearer saw that the ideal system of grading would arrange for careful classification of pupils, according to their ability into small classes, with but a short interval between classes, so that when a pupil was ready he could pass to the next class. When the experiment was tried in New Castle, one grade was put in each room, all pupils being carefully graded upon their ability to do the work. As differences began to appear, each school was subdivided into several small classes. Each division was expected to go as fast as it could, no exact amount of work being demanded in a given time. In the lower grades there were three or four sub-divisions, in the higher, two or three. If any pupils had fallen behind because of sickness, or for other reasons, the supernumeraries gave them the extra help needed to keep them up with their class.

The examination, as a test for promotion, was abandoned, and the pupil's ability to do the work was determined by the record made day by day in his class work. In the primary grades the record was determined by the judgment of the teacher, and in the higher grades by written recitations, in which all had the same questions at the same time. These were given at irregular intervals and took the time of the regular recitations.

The monthly report was in such a form that the parent could see at a glance what was the character of the work done, and whether the pupil's work entitled him to promotion.

Some of the benefits of this system of sub-dividing grades are that while one class recites the rest can prepare their lessons. So closely are they graded that much of the instruction can be individualized, the teacher thus coming into such close contact with each pupil that the best work is secured. The recitations are short, and the attention of the pupils is held. The pupils lose the sense of being crowded, and the slowest ones often surprise their friends. The bright pupils are not kept back, waiting for others, but when ready are at once promoted to the next sub-division of their class which is only a few weeks ahead of their division. When a division finishes the work of its grade it is promoted to the next grade. As a result, promotions are frequent. Instead of the nine annual steps to the high school, Supt. Shearer's plan provides for from twenty-five to thirty-five short steps, to be taken according to the ability of the pupil.

Supt. Shearer estimates that out of one hundred pupils who take the course seven will save five years; twelve, four years; thirty-five, three; thirty, two; and the rest will save one year or take the full term. This means an average gain of three years, and the city will save \$45 for each pupil, what it costs to educate a pupil for three years. If this is multiplied by thousands the financial gain of the system becomes apparent.



## School Law.

THE JOURNAL expected to present this week a digest of the most important laws on the subject of education enacted by the legislature of various states since January. But the material arrived too late for this issue and will appear in THE JOURNAL for June 6, if not earlier. In its place the recently enacted law for reorganization of the schools of New York city is explained.

### The "Compromise" Law.

The Pavey-Page compromise bill for the reorganization of the school system of New York city, which, as THE JOURNAL has already reported, passed the legislature a few weeks ago, was approved by Mayor Strong on April 23, and signed by Governor Morton, April 28. Among the reasons which the mayor gives for his approval of the measure are the following:

1. The law is the outgrowth, although a compromise, of a bill that originated with the board of education, and has been endorsed by a majority of the Committee of Seventy, which committee originated and largely contributed to the discussion of reform in our school system.
2. It divides the city into school districts, and, while it provides that the number of districts shall not be less than fifteen permits, an increase in the number of such districts, according as the board of education shall determine that conditions demand such increase. The bill requires the mayor to appoint five inspectors in each school district, and it may prove wise to make some of these selections from among the present trustees.
3. The bill creates in substance a plan of civil service preferment, enabling the superintendent of schools to thoroughly examine candidates for promotion, which work will thus be done by trained educators more likely to select competent teachers, and yet in no way interfere with the present principals and teachers, and should insure none but thoroughly qualified persons being selected to instruct our school children. The superintendent of instruction recommends the names of teachers and principals for appointment, and they are then actually appointed by a majority vote of the board of education.
4. The responsibility and increase of power thus conferred upon the board of education will, in my judgment, insure additional discipline in the general management of our schools, and accomplish more prompt action in the correction of abuses that may have gradually crept into the management of our schools through the board of trustees.
5. The concentration of authority makes it possible to locate at once the responsibility for any mismanagement in the school system, and to make it impossible to shirk such responsibility, and thus enable public sentiment to make itself felt directly in case of any dereliction in school management.
6. Any added expense that may be incurred through a change in the law remains where it should, with the board of estimate and apportionment, responsible in the first instance for the expenditure of the city's money.

### Main Provisions of the Bill.

#### BOARD OF EDUCATION.

1. All authority under the new law is centralized in a board of education consisting of twenty-one members "or commissioners of common schools," appointed by the mayor and serving for terms of three years. The terms of one-third of the members expire each year. The commissioners receive no compensation for their services.

(The present commissioners serve out the terms for which they have been appointed.)

2. The board of education is to meet on the second Wednesday of each year for the purpose of organizing by the election of one of the members as president for one year.

3. The board is empowered to appoint a superintendent of schools and as many assistants as may be necessary, for terms of six years each; also a superintendent of school buildings, who is an architect of recognized ability and experience, to hold office for six years; furthermore, they are to appoint a clerk of the board of education, a deputy clerk, a deputy superintendent of school buildings, and such supervisors of special branches and as many assistant clerks and other officers for the transaction of the business of the board as may be necessary, who shall hold their positions during the pleasure of the board and perform such duties and receive such compensation as the board shall determine. *The terms of the assistant superintendents in office on June 30 next, end on said date.* The city superintendent or his assistants are subject to removal for cause by a two-thirds vote of all the members of the board of education.

4. The board of education is to divide the city into no less than fifteen school inspection districts, approximately equal in population. This must be done before May 1, 1896. The mayor is to

appoint five inspectors of schools for each of these districts, for terms of five years each. These inspectors receive no compensation. They must reside in the district for which they are appointed. The first appointments are to be made on the third Wednesday in May. The terms of office of the present inspectors end on June 30. On July 1 the new inspectors take office.

5. Any member of the board of education and any inspector may be removed by the mayor for cause. But before removal they are entitled to a hearing before the mayor.

6. The board of education is empowered to establish new schools, discontinue old ones, purchase sites for school purposes, make alterations and repairs, provide for all necessary furniture, heating and ventilating apparatus, etc.

7. The board has the power to provide and maintain one or more high schools. [At present New York city has no high schools.] It is to appoint principals and teachers for these high schools, to direct the course of study, purchase books, apparatus, stationery and other things; in short it is to give the same care to these schools as to primary and grammar schools.

8. The board is to define the duties and regulate the exercise of the powers of all school officers, principals, teachers, janitors, and other employers and fix fines and penalties for all violations of their rules and regulations.

9. The board appoints principals and other teachers for the grammar, primary, and evening schools under its control, upon the written nomination of a majority of the board of school superintendents. Forty days, from the date of the first regular meeting of the board after the filing of the certificate of the nomination, are allowed for final action on the nomination.

10. On the recommendation of the city superintendent the board may transfer principals whose schools have been discontinued to any other school in the city where a vacancy exists.

11. The board may remove from office any school officer who shall have been directly or indirectly interested in the furnishing of any supplies or materials, or in the sale or leasing of real estate, or in the doing of any work, in any case to be paid for out of any school moneys; also anyone who accepts any commission from any source whatever in connection with any of these transactions. Any school officer who violates these provisions is to be deemed guilty of a misdemeanor, and upon conviction is to be punished by a fine not exceeding \$1,000 or imprisonment in the city prison not exceeding one year, or both, and is to be ineligible to any school office.

12. Any teacher or school officer guilty of immoral conduct or any conduct which tends to disgrace his or her office or the school system is to be removed by the board upon conviction after trial under oath.

13. Under the new law the board of education holds the same relation to the college of the City of New York and the Normal college as at present, and is subject to the same duties and possesses the same rights and powers.

14. The board of education is subject to all the duties, and possesses all the rights and powers, at present held respectively by the board of education, boards of trustees, and inspectors existing at the time of the passage of this law, under all acts now in force, except as otherwise provided in this new law.

P. S.—The boards of trustees are abolished.

#### BOARD OF SUPERINTENDENTS AND THE TEACHERS.

1. The city superintendent of schools is chairman of the board of school superintendents. This board is to meet at least twice in each month during the school year and to keep a record of its transactions. It is the duty of this board to recommend to the board of education, from time to time, modifications of the course of study and the length of sessions, to nominate principals and other teachers, and generally to report upon such other matters as relate to the conduct of instruction. The city superintendent has the general direction of the principals and other teachers, classes and pupils, and is directly responsible to the board of education for the management of these matters.

2. This board of superintendents is to keep a list of all principals and other teachers with the dates of their appointment, the grades and classes taught by them, the results of all examinations and their standing as regards regularity and punctuality of teachers, also a list of inspectors and members of the board of education.

3. The superintendents are to visit schools, inquire into all matters relating to the government, course of study, books, discipline and conduct of the schools, and the condition of the school-houses and the schools generally. They are to consult with the inspectors and to report monthly to the board of education stating which schools they visited and adding any comments

considered necessary, and to transmit to the respective inspectors copies of so much of these monthly reports as relates to the schools in their district.

4. The board of superintendents examines all candidates for the position of principal who may be proposed for examination by written certificate signed by a member of the board of education, or who may be entitled to examination under the rules and regulations adopted by the board of education. The names of those who successfully pass the examination are to be entered by the city superintendent, with the approval of the board of education, upon a list to be filed with the clerk of the board. These eligible lists are to be always open to the inspection of the members of the board of education and the inspectors. All nominations for the position of principal are to be made from this list. No vice-principal is to be appointed hereafter for any school or department.

5. The provision relating to the examination of teachers is similar to the one just given, except that no certificate signed by a commissioner is required. The licenses granted to eligible candidates must be signed by the superintendent of schools.

6. The board of superintendents have the power to remove, by a majority vote, any teacher other than principals and vice-principals, provided the removal is approved in writing by a majority of the inspectors of the district. Any principal, vice principal, or other teacher may be removed by a three-fourths vote of all the members of the board of education, upon the recommendation of a majority of the inspectors of the district, or upon the recommendation of the board of school superintendents. Teachers removed by the board of superintendents in the manner aforesaid have the right to appeal to the board of education and after hearing the answer of the inspectors and of the board of superintendents the board of education may reinstate them.

7. In case of the consolidation of schools or of the discontinuance of any class or school, teachers of good standing, who may thereby be deprived of employment in any school, shall be preferred in appointments to be made in any of the schools.

8. All principals and other teachers at present employed are to continue in their respective positions, subject only to removal as provided by law, excepting that teachers in all the evening schools may be discharged whenever their services are no longer required. All other present employees in the school system, except as specially provided in the new law, retain their respective positions, subject to the pleasure of the board of education.

### Changes in Board of Superintendents.

All of the present assistant superintendents in New York City have been legislated out of office by the "reform" law. Their terms expire on June 30, next. Of the number of new superintendents as nearly as may be, one-sixth are to be appointed for one year, one sixth for two years, one-sixth for three years, one-sixth for four years, one-sixth for five years, and one-sixth for six years; "each to take office upon the first day of July next." At the expiration of their terms of office their successors will be appointed for the full term of six years.

Rumor has it that all but three of the present incumbents will be reappointed, and that the number of assistant superintendents will be increased to fifteen. This would make the number of new appointments eight.

The majority of the board of education are anxious to make selections that will be a credit to them, and political influence will not be allowed to interfere. The committee which recommends candidates is composed of efficient and conscientious business men who are governed solely by the interests of the schools and not by personal favor.

Who will be elected is a matter of conjecture. The teachers of the city, of course, would like to see the greater number of new superintendents chosen from among their own ranks. There certainly is much justice in this. Thorough acquaintance with the *real*—not imaginary—needs of the school system is one of the essential qualifications to successful supervision. Tried and successful men and women who have faithfully served the city schools, who possess marked inspirational and executive force and are qualified to cope with the problems of supervision and professional advancement of the teaching corps should be preferred to all others. Dr. Edgar Dubs Shimer is one, Dr. Joseph S. Taylor, another, Dr. Edward A. Page, a third; if a woman is to be appointed there is Miss Kate G. Broderick, the successful principal of grammar school No. 76. Miss Magovern, the president of the Primary Teachers Association, would make an excellent supervisor of primary work. Several others might be named whom the board of education might justly reward by electing them members of the board of superintendents.

But there must also be new material. Practical sagacity will convince the school commissioners that the infusion of new blood is one of the things most needed. They have already shown their appreciation of this need in the election of Dr.

Addison B. Poland and the wisdom of this choice has been commended by thoughtful school men everywhere. But more appointments of this kind should be made. The difficulty of the task is admitted by all who know the scarcity of available material. The new board of superintendents ought to be composed of educators who are able to command the respect of the teachers not only of this great city, but of the whole educational world. The salary should be not less than \$4,000 a year, \$5,000 would not be too much. The city can well afford to pay what cities with less than one fifteenth of the school population of New York pay their superintendents of schools.

THE JOURNAL has already recommended the appointment of Professor Clarence M. Meloney, of the Teachers College. No better man could be found for the position of superintendent. Then there is Dr. A. P. Marble, for many years superintendent of the schools of Worcester, Mass. His election would give strength to the board of school superintendents. Probably Supt. S. T. Dutton could be persuaded to become a candidate. Supt. C. B. Gilbert, of St. Paul, Minn., would also be a desirable acquisition. Since the new law provides for the establishment of high schools a man like Dr. Albert Leonard, of Binghamton, ought to be chosen, who has had marked success in this particular field and is at the same time fully in touch with the problems touching every grade of schools, besides possessing broad scholarship, excellent executive ability, commanding presence, and all the other qualities that help to make up a good superintendent. If women are to be appointed and the board wishes to choose them from among successful superintendents none better than Miss Cropsey, of Indianapolis, could be found. It is a question whether she would accept the position, but the board could well afford to invite her to become a candidate. Good superintendents must be looked for, they do not often offer themselves, even if the emoluments are tempting. Miss Gertrude Edmunds, of Lowell, Mass., would also be a most desirable choice. Perhaps Miss Caroline B. LeRow, of Brooklyn, would accept an appointment. Miss Arnold would hardly change her position as supervisor of the Boston schools, for the school system of that city is in many respects superior to the one inaugurated by the "reform" law.

The New York *Tribune* in an editorial article on April 28, offers some suggestions that the board of education will do well to heed. It says in part:

"Of course it is the duty of every member of the board of education, whatever his attitude may have been hitherto, to endeavor in perfect good faith to make the new law serviceable in the highest degree. We have no doubt that this is the wish and intention of some of the commissioners who have striven to preserve the old system, and if, as we have heard, there are others whose resentment at present disposes them to take a contrary course, it may be hoped that they will rise superior to that temptation while opportunities for mischief are still open to them.

"The new law certainly will not execute itself, but like every other will depend for its utility upon the intelligence and the rectitude with which it is administered. And there is no time to be wasted, for the results of the reformed system will not begin to be discernible in the schools before another year, the law goes into operation within about six weeks, and the first action to be taken under it is the one upon which its success or failure will be based—namely, the creation of the board of school superintendents, with the city superintendent at their head, whose power and responsibility in the matter of studies and instruction the law greatly enlarges. In the choice of a city superintendent especially the board of education is under the highest obligation to disregard every consideration arising out of personal associations and preferences. That official is designed to be the center of the system, in the fullest sense; not a figurehead, but the chief source of light and heat; an inspirational force, not a mere regulator. It is impossible for the board to set too high a standard. This is essentially a great office, and its incumbent ought to be a great man. He ought to answer to the old-time designation of a gentleman and a scholar—and something more than that necessarily implies. He needs to possess the soundest practical sagacity, and about the last man for the place would be a brilliant theorist.

"It will be said that such a combination of qualities is hard to find, and we frankly admit it. But we say also that the board of education is bound to look for the best and not to be satisfied with anything less, at least until it has to be."

What is said here of the city superintendent applies with equal force to the selection of assistant superintendents. Let the board of education exercise its best judgment in this matter. It has done well in the past and should seek to still further strengthen its creditable record by the new appointments. One word more! The election of superintendents should not be delayed. The sooner it is done with the better. It would be an unpardonable wrong to deprive some school or school system of a valued force shortly before the beginning of the new school year or to let those wait who might be able to secure a good position during the summer vacation. Boards of education are apt to forget this and lay themselves open to the charge of meanness. The New York city board has an opportunity to set a good example by acting promptly in this matter. The new appointments under the reorganization law might well be made during the month of May, provided it is stated that the terms of office do not begin till July 1, or a later date, as the board may decide. In the name of simple justice, gentlemen of the board of education, complete the organization of the board of superintendents before the summer vacation.



## School Reports.

### Massachusetts.

The Massachusetts state board of education has issued its fifty-ninth annual report from which we take the following items of interest:

The number of persons of all ages in the public schools during the year was 341,671. The number of different teachers was 12,027; 1,046 being men, 10,981 women. The number of teachers who have attended normal schools is 4,368, those who have graduated number 3,734. The average monthly wages of male teachers was \$128.55, of females \$48.37. The high schools number 252, and their principals received salaries amounting to \$347,547.12.

There were 747 evening schools taught by 1,166 teachers, at an expense of \$176,188.14.

The amount raised by taxation and expended for wages and board of teachers, fuel for the schools and care of fires and school-rooms amounted to \$6,949,942.96. The expense for supervision was \$309,653.99; for preparing and printing school reports, \$11,479.12; for books, stationery, maps, charts, etc., \$620,779.10. Transportation of pupils cost \$76,608.29.

There was \$1,670,081.60 expended for new school-houses; \$547,121.54 for alterations and permanent improvements; and \$183,700.61 for ordinary repairs.

The voluntary contributions to the school's amounted to \$16,044.50; the income of local funds appropriated to schools and academies, to \$125,298.90; the income appropriated at the option of the town, such as surplus revenue, tax on dogs, etc., to \$96,534.31; and the income of state school funds in aid of public schools, to \$79,410.10. \$3,047.81 was expended for books of reference and apparatus from the state fund.

**WORCESTER, MASS.**—Report of the public schools. Forty-three teachers appointed during the previous year, thirty one of these had no previous experience in teaching except what they gained as apprentices. Supt. Carroll suggests that it would be more to the interest of the children and tax-payers to appoint teachers who have made a successful record in schools outside of Worcester. Among other recommendations of the superintendent are, additional accommodations for the high schools and the manual training school that a cooking school for girls of the high school and ninth grade be opened and that boys of the ninth grade receive instruction in manual training. The members of the senior class of the Worcester state normal school practice in the schools of the city. Arrangements have been made during the past year to give more thorough and systematic supervision of the work of apprentices. The Elizabeth street and Adams Square schools have been used as schools of observation, the

former in connection with the method work preceding the practice and the latter during the apprentice period. Meetings have been held with the apprentices to strengthen the ideas gained through observation, and to supplement them by instruction as to the requirements of the work.

**SPRINGFIELD, MASS.**—Report of the school committee. Two new school buildings are being erected, the high school, a twelve-room building for primary and grammar grades. Vertical writing is taught in the primary grades of all schools, and in all grades of the Indian Orchard school and in semi-graded and ungraded schools. The normal training school graduated nineteen pupils, most of whom are teaching in the city schools. Fifty-three graduates of this school are employed as teachers. Since 1892 departmental teaching has been tried in the grammar schools, and it is now carried on in the upper grades of a number of schools.

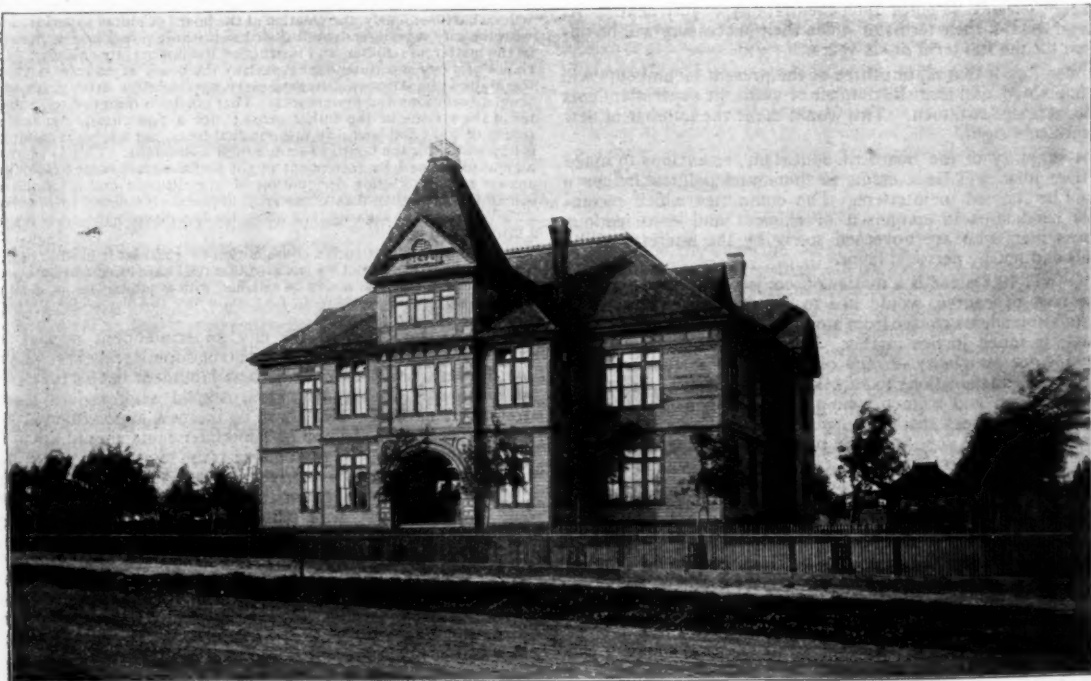
The school savings bank system has been introduced with excellent results. When the savings reach one dollar they are deposited in the city savings bank.

**MILLBURY, MASS.**—Annual report of the school committee. Supt. C. S. Lyman calls attention to the need for better buildings, and says, "some children are sent to buildings which we would be ashamed to furnish to the state's unfortunates; and that the feeble-minded children are often better supplied with all that is necessary for their education, health and comfort, than the normal child." The superintendent reports a growing professional spirit among the teachers. Each teacher reads educational books, and all but two take educational magazines.

**NEW BEDFORD, MASS.**—Annual report of the school committee. The departmental plan of teaching which was adopted in the grammar grades during the previous year has been continued, with better results than under the old system. The experiment of closing one of the outlying schools, and transporting the pupils to the graded schools of the center has been tried, and the pupils have made marked advance in the graded school.

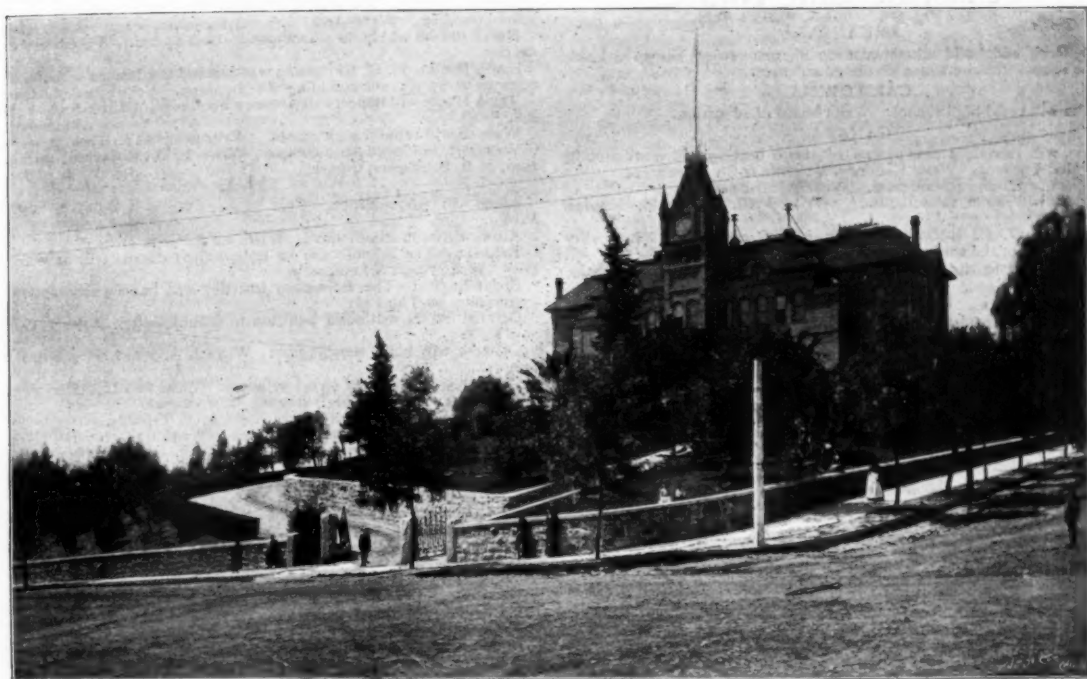
The only objection made by parents is on account of the arrangements for transportation and the care of pupils during the noon recess. Superintendent Hatch is strongly in favor of the plan. The normal and training course for teachers has been made two years instead of one year and a half.

**GREENFIELD, MASS.**—Annual report of the school committee. Supt. D. P. Dame, urges the need of artistic decoration of school-rooms. "Children are taught gems of poetry; why should they not become acquainted with the masterpieces of art? They are told not to read trashy literature; why should they not be warned against degrading their taste by looking at cheap chromos and daubs of color? . . . How soon will come the time when we shall realize that no more good can be done by endowing a chair in college than by decorating the rooms of a primary school



NINTH STREET SCHOOL, LOS ANGELES, CAL.





ALPINE STREET SCHOOL BUILDING, LOS ANGELES, CAL.

where hundreds and thousands of children may turn from the common place and be trained in the habit of seeing beauty and knowing it."

**WEST SPRINGFIELD, MASS.**—Annual Report of the School Officers. Vertical writing has been introduced into the first three grades of all the graded schools, with the best results. The synthetic system of reading has extended to all the graded primary schools.

**ADAMS, MASS.**—Annual Report of the School Committee. A new system of marking scholarship and deportment has been adopted in all the schools. It does away with petty competition, and comparison of individuals in a class. Pupils whose work is of a very high quality equal to an average of 90 per cent. where marks are given, are marked A; those classed as good or high, are marked B; fair scholarship is marked C. etc. Under the old system of marking only one pupil could be first in any class, while under the present system, the entire membership, if they all do good work, may be first. The plan is working to the satisfaction of teachers and pupils.

**SOUTHBRIDGE, MASS.**—Annual Report of the School Committee. Supt. Clark strongly calls attention to the overcrowding of the schools. In some rooms there are from 50 to 67 pupils in attendance. Another disadvantage is the frequent change of teachers, the most desirable ones being called away by offers of higher salaries. The superintendent points out that there is only one remedy for this interruption to the work of the schools.

**STATE OF MAINE.** Annual Report of the State Superintendent of Public Instruction. The whole number of schools is 4,386. Number of school houses, 4,242. Number built during the year, 78. Estimated value of school property, \$3,677,715. Number of teachers, 6,636. Number who are graduates of normal schools, 913. Average length of schools, 26 weeks and 3 days. Many schools have been consolidated, and old school houses abandoned. The number of ungraded schools is 348 less than in 1894, and there are 28 more graded schools. While the whole number of schools in the state has decreased, their rank and efficiency has been greatly raised by consolidation. The town system has greatly increased the length of the schools, while cutting down the number. The increase in the average length is 2 weeks and 2 days, or 3,742 weeks in the aggregate number of weeks of all schools.

Supt. Stetson thinks it too soon to judge of the effect of the law which places the active management of the schools in the hands of a superintendent elected by a committee. So far it has increased the cost of superintendence \$12,147.

The superintendent visited 200 schools in eight counties during the summer and fall of 1895, and made a careful record of the facts about each teacher and school visited. Six per cent. of these schools are marked excellent; twenty-one per cent good; thirty-two per cent. fair, and forty-one per cent as poor or very poor.

**RICHMOND, VA.**—Twenty-sixth Annual Report of the Superintendent of Public Schools. Since May, 1894, pupils have been promoted upon their average standing during the term.

**EAST ORANGE, N. J.**—Annual Report of the Board of Education. A kindergarten in charge of a trained kindergartner is connected with each of the five primary and grammar schools. Supt. Vernon L. Davey reports distinct gains in educational interests, under consolidation of districts, and a single superintendency. The selection of ten representative women to serve on the committee and study the schools from a mother's point of view, promises much for co-operation between the school and home.

A contribution from the last graduating class and the Alumni Association, together with the help of an appropriation from the board of education, have placed one hundred and twenty-five framed photographs of famous scenery, buildings, and paintings on the walls of the high school.

A new departure, and one which is greatly appreciated by the students, is a bicycle house behind the school building. The building is 15x60 feet, has eighty stalls, and will accommodate the pupils who use bicycles, for years to come.

**STATE OF ARKANSAS.**—Manual of work for county normals Issued by Hon. Junius Jordan, state superintendent of public instruction.

**EAST PROVIDENCE, R. I.**—Annual report of the school committee. Much attention has been paid to decorating the high school with pictures, busts of poets and statesmen. The graduating class for a number of years has been in the habit of presenting the school with a picture or a statue. Pupils of the high school and the A. P. Hoyt grammar school have privately furnished several hundred dollars for this purpose.

**COLUMBIA, S. C.**—Twelfth annual report of the city schools.

**WARE, MASS.**—Annual Reports of the School Committee, Superintendent of Schools, and Special Teachers. Five regular meetings of teachers have been held each month. One of these has been devoted to child-study, the data gathered by the teachers being the basis of study. The subject which received most attention was that of children's interest. These have been studied from written data secured in answer to suitable questions. Several thousand little essays have been written on subjects like the following: "The happiest day in my life; when it was; and what made it so." "What do you want to do when you grow up?" etc.

As part of the work in child-study the teachers have undertaken to test the sight and hearing of all the pupils. The sight test shows that the eyes of one child in every six need immediate attention.

Courses of Study in the High School.

## School Building Notes.

## ARKANSAS.

Little Rock will build schoolhouse on Sherman street, known as Fred. Kramer school. Write Rome Harding, architect.

## CALIFORNIA.

Visalia will build high school. Write board of education.

## CANADA.

Barrie will introduce new system of steam heating and ventilation in Barrie Model school. Write Kennedy, McVittie & Co., architects.  
Kingston will build schoolhouse. Write Arch. Ellis  
London will build schoolhouse. Write Fred. Fitzgerald, London township.

Montreal.—W. C. McDonald has given \$500,000 to McGill university for a building for the study of mining, etc.

Sault Ste. Marie will erect schoolhouse. Write Arch. C. J. Gibson, Toronto.

## CONNECTICUT.

East Haven will erect schoolhouse. Cost \$8,000. Write Archs. Brown & Berger, 87 Church street, New Haven.

New Haven.—\$15,000 have been appropriated for alterations to the Eaton school. Write Arch. W. H. Allen.—Dormitory building for Yale university. Cost \$81,000. Write Archs. Cady, Berg and See, New York City.

Torrington will build schoolhouse. Cost \$19,000. Write Arch. C. Powell Karr, New York City.

Warehouse Point will erect schoolhouse. Write Chas. C. Cook, 141 Trumbull street, Hartford.

## GEORGIA.

Carrollton will build schoolhouse. Cost \$15,000.

La Grange will build addition to academy. Cost \$15,000. Write Archs. Golucke & Stewart, Atlanta.

Savannah will build schoolhouse. Cost \$16,750. Write Mr. J. R. Eason.

Washington will erect schoolhouse. Write the mayor.

## ILLINOIS.

Bushnell.—The high schoolhouse burned. Loss \$30,000. Insurance, \$11,500. Will be rebuilt at once.

Chicago will build addition to schoolhouse on Wallace street. Cost \$40,000. Write board of education.—For the R. C. Bishop of Chicago a four-story schoolhouse. Cost \$40,000.—A school building will be erected on Thirteenth street and Blue Island avenue. Cost \$85,000. Write board of education, Schiller building.—Will also build schoolhouse on N. Hoyne avenue. Cost \$75,000. Write board of education.—Also build addition to school on Superior avenue. Cost \$40,000.

East Rockford will erect Kishwaukee house. Write Arch. C. K. Shand, Blaisdell building.  
East St. Louis will build schoolhouse on Cottage Grove Av. Write Arch. F. S. Allen, Joliet.

Kankakee will build schoolhouse. Write Arch. J. G. Chandler, Racine, Wis.

Pekin has appropriated \$43,000 for schoolhouse. Write board of education.

Rockford will build schoolhouse. Write Arch. C. K. Shand.

## INDIANA.

Anderson will remodel North Anderson schoolhouse. Write Mr. Geo. Shreeve, trustee.

Huntington will erect college building. Cost \$45,000. Write Arch. A. D. Mohler, South Bend.

Indianapolis will build sixteen-room schoolhouse, also addition to No. 4 school. Write Archs. Vonnegut & Bohn.

Liberty Center will build schoolhouse. Cost \$5,500. Write Arch. Cuno Kibele, Bluffton.

Michigan City.—A high school building will be erected in place of one destroyed by fire. Write M. T. Krueger, Sec'y of board; also new ward school building. Write Arch. F. S. Allen, Joliet.

North Judson will build schoolhouse. Cost \$5,000. Write board of education.

South Bend.—H. G. Christman was granted the Linden school addition contract at \$7,353, not including the plumbing. Write board of education.

Terra Haute will build twelve-room schoolhouse. Write Arch. F. S. Allen, Joliet.

Wabash will rebuild high school. Write Sec'y A. J. Ross.

Westport will build schoolhouse. Write T. W. Robinson, member of com. or B. B. Rogers, trustee.

## IOWA.

Alden will build addition. Cost \$5,000. Write Arch. C. A. Williams, Webster City.

Afton will build schoolhouse. Write Ira A. Grip.

Baldwin.—The schoolhouse in Independent district will have an addition. Write W. F. Scheib, sec'y.

Cedar Rapids.—The Bohemian societies will build a schoolhouse and gymnasium on Third St.

Council Bluffs will build addition to schoolhouse. Write T. C. Dawson, sec'y.

Cylinder will build schoolhouse. Write J. A. Jones, sec'y board of directors.

Decorah will put tower on schoolhouse. Write Mr. L. Fuller, pres.

Fort Dodge will build high school. Cost \$20,000.

Greene will build schoolhouse. Write A. Y. Trimble.

Guthrie Center will build schoolhouse. Write M. C. Nourse, clerk.

Jefferson will erect two schoolhouses. Write to city auditor, Jefferson or L. S. Elliott, sec'y., Franklin.

Kosztka will build schoolhouse. Write Sec'y. C. H. Dodd.

Lourdes will build schoolhouse. Write M. P. Lydon, sec'y.

Mechanicsville will erect schoolhouse in district No. 5. Write Mr. Frank Pickert or Mr. A. L. Parsons.

Monmouth will build schoolhouse. Write Samuel Henderson.

Mount Ayr will erect schoolhouse. Write H. C. Smith, pres., or Jas. W. Shana, sec'y.

Muscatoine will erect high school. Write Arch. Liebbe, Des Moines, or Arch. Zeidler, Muscatine.

North Dubuque will erect schoolhouse. Write Jacob Heim.

Ossian will build schoolhouse. Write Archs. W. R. Parsons & Son Co., Des Moines.

Oskaloosa will build high school.

Rock Rapids will build schoolhouse. Cost \$13,000. Write board of education.

Rockwell will build schoolhouse. Write Fred. B. Norton.

Spencer will build schoolhouse. Write S. W. Ross, sec'y., No. 23 Garfield township.

Swaledale will build schoolhouse. Write Sec'y. W. V. Craper.

## KENTUCKY.

Augusta will build schoolhouse.

Beattyville will build schoolhouse. Write *Herald* office, F. A. Lyon, Jr.

Louisville will build schoolhouse for colored pupils. Write Robert Frick, arch, 6th and Chestnut Sts.

## LOUISIANA.

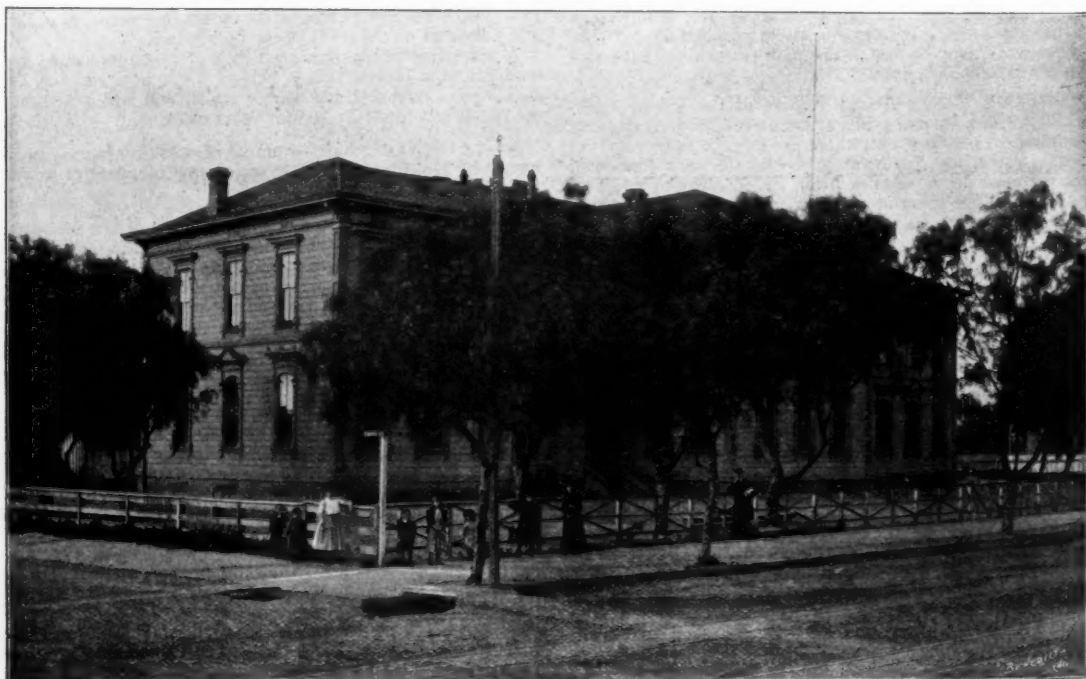
New Orleans.—Chas. R. Kennedy, comptroller, will receive sealed proposals for erecting two schoolhouses.

## MAINE.

Turner will build high school. Write J. C. Spofford, Boston, Mass., arch.

## MARYLAND.

Baltimore will erect two schoolhouses to cost respectively \$30,000 and \$35,000. Write board of education.—The Baltimore medical college will build addition. Cost \$30,000. Write Archs. Baldwin & Pennington.



EIGHTH STREET BUILDING, LOS ANGELES, CAL.



## MASSACHUSETTS.

Boston.—A parochial school to be erected on Bowdoin St., for Rt. Rev. J. J. Williams, Cost \$50,000. Write W. H. and J. A. McGinty.  
 Natick will spend \$7,500 for addition to high school building.  
 Cambridge will build schoolhouse. Write Aaron H. Gould, arch., Boston.  
 Danvers will build high schoolhouse. Cost \$32,000.  
 Fair Haven will build schoolhouse. Cost \$15,000. Write Arch. Wm. C. Collett, 27 Mt. Vernon St.  
 Great Barrington will erect high school. Cost \$30,000. Write Archs. Mowbray & Uffinger, New York City.  
 Lowell.—The old Bartlett school will be rebuilt. Cost \$71,000. Write Archs. Stickney & Austin—will build normal school on Broadway. Write board of education.—Also eight-room addition to Varnum school.  
 Quincy will erect two schoolhouses. Write Mr. C. F. Adams or C. F. Knowlton, com.  
 Revere.—The town has appropriated \$35,000 for a schoolhouse in Beachmont. Write board of education.  
 Wakefield will build two schoolhouses.  
 Wayland will build schoolhouse. Cost \$20,000. Write Archs. Dwight & Chandler, Boston.  
 Westfield will build schoolhouse. Cost \$22,000.  
 Winthrop will build high school. Cost \$20,000. Write Arch. Millard M. Bacon, 70 Water St., Boston.  
 South Framingham will build schoolhouse. Write Archs. Taylor & Colby, Boston.  
 Wilmington will build four schoolhouses. Write Arch. Warren L. Floyd, 18 Shattuck St., Lowell.

## MICHIGAN.

Detroit.—A parochial school will be erected for St. Anthony's R. C. church. Cost \$21,000. Write Arch. Jos. G. Kastler, 1015 Chamber of Commerce building.—will build schoolhouse. Write E. A. Walshe, archs., 16 Peninsular Savings Bank building.—The board of education has called attention to the fact that twelve of the city schools need fire escapes. Write Lewis H. Chamberlin, sec'y, Hodges building.  
 Manistiquet will build schoolhouse. Cost \$15,000.  
 Muskegon.—The Hackley manual training school will be erected. Write Patton & Fisher, archs., Room 50, 115 Monroe St., Chicago, Ill.  
 Saginaw, W. S.—The Central school building was wrecked and burned; the public library which was situated in the building was destroyed. Loss \$90,000. Insurance \$47,000.  
 Sodus will build schoolhouse. Write Messrs. McGowen & Shell.  
 Traverse City.—An addition to Central school building. Cost \$9,000.  
 Turtle Lake will build schoolhouse. Write Wm. J. Jeffery, director.

## MINNESOTA.

Claremont.—An election will be held to vote on the issuance of \$6,000 of school bonds.  
 Evansville will erect schoolhouse. Write Ole Amundson.  
 Heron Lake will build schoolhouse. Cost \$20,000. Write board of education.  
 Howard Lake will build schoolhouse. Write G. F. Leyde, clerk.  
 Lamberton will build schoolhouse. Cost \$5,000. Write Archs., Orff & Joralemon, Lumber Exchange, Minneapolis.  
 Norwood will build schoolhouse. Write P. J. Winter.  
 Sauk Rapids will build schoolhouse. Write Archs., Orff & Joralemon, Minneapolis.  
 Two Harbors will build schoolhouse. Cost \$8,000. Write Archs., Tenbush & Young, Duluth.

## MISSOURI.

Chillicothe.—There will be an addition to normal school. Cost \$25,000.  
 Jonesburg will erect schoolhouse. Cost \$4,200. Write Arch., J. J. Douglass, Wellsville.  
 Kansas City.—A special election was held for the purpose of voting upon the issue of \$100,000 in bonds to improve the city schools. G. J. Twiss, Mayor.  
 Montgomery City will build schoolhouse. Cost \$7,000. Write Arch., J. J. Douglass, Wellsville.

## MONTANA.

Manhattan will build schoolhouse. Write J. F. Ogle, clerk.

## NEW HAMPSHIRE.

Hanover.—A dormitory will be built for Dartmouth college to accommodate forty pupils.  
 Newport will erect high school. Cost \$22,000. Gift of Hon. Dexter Richards.

## NEW YORK.

Brooklyn will build schoolhouse on Evergreen Ave.; also addition to public school No. 103 on 14th Ave.; also will furnish shades for public school No. 110 and No. 72. Write Mr. Jno. McNamee, chairman board of education.—Also schoolhouse on 86th St. Write J. W. Naughton, arch. 131 Livingston St.—Also schoolhouse on Kosciusko St. Cost \$76,500. Write Arch. J. W. Naughton.—also schoolhouse on Putnam Ave. Cost \$76,916. Write J. W. Naughton.  
 Buffalo will reconstruct frame schoolhouse on Persons St. Write R. G. Parsons, sec'y board of education.—St. Bridget's parish will erect parochial school. Cost \$60,000.  
 East Albany will erect schoolhouse. Cost \$40,000.  
 New York City will erect schoolhouse on Moshulu Parkway. Write Elmer A. Allen, 146 Grand St.—Columbia university is to benefit by erection of Havemeyer memorial building. Cost \$450,000. Will be on Morningside Heights and used as chemical laboratory.—Arch. H. J. Hardenbergh, 10 West 23d St., has prepared plans for a schoolhouse to be on 67th street, for New York Trade school. Cost \$25,000.—Also schoolhouse on 4th street and Ave. B. Cost \$80,000. Write Arch. C. B. J. Snyder.—The Teachers college has been given \$250,000 and will add a western wing to college building.—Arch. J. W. Walter will build schoolhouse for German Lutheran Church on Fulton Ave. Cost \$30,000.—The American Museum of Natural History will be enlarged. Cost \$500,000.—The plans of Archs. McKim, Mead and White for two new buildings for Columbia college have been approved. Cost \$550,000.  
 Richmond Hill (L. I.) will build two schoolhouses. Cost \$9,500 each. Write Arch. Herman E. Funk, Glendale.  
 Southfield will build schoolhouse. Cost \$7,500. Write Archs. Palliser, Palliser & Co., 237 East 44th street, New York City.  
 Yonkers.—The board of education will expend \$80,000 in school buildings.

## NEW JERSEY.

Asbury Park.—The school trustees will appropriate \$80,000 for new schoolhouses the present year. Bradley Beach, \$15,000; Ocean Grove,

\$40,000; and West Park, \$9,000. Write Pres. Lewis Rainear.

Newark will build schoolhouse on Parker St. Cost \$300,000. Write board of education.

Ridgefield will build schoolhouse; will be provided with latest system of plumbing and electrical works. Write Alex. Shaler, pres.

Stockton will expend \$10,000 for addition to schoolhouse. Write board of education.

## NORTH CAROLINA.

Winston.—The State Industrial academy will be built. Cost \$15,000. Write Arch., Frank P. Milburn, First National bank building.

## NORTH DAKOTA.

Absaraka will build schoolhouse. Write Joseph Matters, clerk.  
 Hallson will erect schoolhouse. Write Wm. Pleasance, clerk.  
 Kiner will build schoolhouse. Write Robert Turnbull, clerk.  
 Langdon will erect two schoolhouses. Write Wm. Flack, clerk.

## OHIO.

Bath will build schoolhouse. Write J. K. Douglas, clerk.  
 Bucyrus will build schoolhouse. Write M. Hoover, clerk, Dallas township.

Canton.—The South Market street school building will be furnished with complete system for heating and ventilating. Write A. O. Slents, clerk, board of education.

Cincinnati will build schoolhouse on Elm st. Write Jacob E. Cormany, chairman com. on buildings.

Cleveland.—The Central Manual Training School lately damaged by fire to the extent of \$15,000 will be repaired.

Columbus.—A parochial schoolhouse will be built on Cleveland ave. Cost \$12,000.

Lemon will build schoolhouse. Write H. H. Hatch, clerk board of education.

Somerville.—Sealed proposals will be received by Cornelius Conarroe, clerk, board of education of Milford Township for erection of brick school building.

Springfield will build schoolhouse. Cost \$8,500. Write Arch. Robt. C. Gotwald, 40 Gotwald building.

Toledo will build high school. Cost \$200,000. Write Archs. Mills & Wächter, Gardner building.—Also schoolhouse. Write H. W. Compton, clerk.

Youngstown.—An addition will be built to Ursuline convent.

## PENNSYLVANIA.

Ambler will build annex to schoolhouse. Cost \$5,000.

Belleville.—The Fraternity house of the state college will be rebuilt.

Burleigh will build schoolhouse.

Custer City will build schoolhouse. Write Arch. E. N. Unruh, Phoenix block, Bradford.

Easton.—An addition to Lafayette college. Write W. L. Plack, arch., 1403 Filbert st., Philadelphia.

Erie will build addition to Central school. Write Arch. Joseph Frunk.

Freedom will build schoolhouse. Cost \$5,000. Write Arch. J. A. Snyder, Beaver Falls.

Grove City will build schoolhouse. Cost \$15,000. Write board of education.

Myersdale will build schoolhouse. Cost \$15,000. Write J. Chas. Fulton, Uniontown.

North Wales will build a schoolhouse. Write Arch. Crawford Coates, 1107 Walnut st., Philadelphia.

Philadelphia.—A parochial schoolhouse will be erected for R. C. Church of Epiphany, Rev. James Nash, pastor. Write Arch. Frank Watson, 518 Walnut street.

Pittsburg will build schoolhouse on Boggs ave. Write Arch. U. J. L. Peoples.—A parochial school and convent will be built by the St. Stanislaus congregation. Rev. A. Jaworski, pastor. Write Arch. F. C. Sauer, Hamilton building.

Scranton will build No. 10 schoolhouse. Cost \$40,000.—Also schoolhouse No. 23. Cost \$18,000. Write Arch. Edward H. Davis.

Scottdale will build schoolhouse. Cost \$15,000. Write Arch. J. Chas. Fulton, Uniontown.

Shenandoah will build schoolhouse.—Also high schoolhouse. Write Arch. Seymour Davis, 907 Walnut st.

Shippensburg will build schoolhouse. Cost \$12,000. Write Arch. H. E. Yessler, York, Pa.

Slatington will build schoolhouse. Cost \$12,000. Write Jas. L. Foote, Sec'y.

Swarthmore College.—A grammar school dormitory will be built. Write Arch. Morgan Bunting, 1215 Filbert st. Phila.

Williamsport will erect schoolhouse. Write board of education.

## RHODE ISLAND.

East Greenwich will build new dormitory for academy. Write Archs. Martin & Hall, Providence.

Newport will build schoolhouse. Write Arch. Jas. Fludder, 26 Bellevue ave.

## SOUTH DAKOTA.

Gayville will build schoolhouse. Write Wm. Loosemore, chairman.

Pine Ridge Agency.—A boarding school will be erected. Write to Capt. W. H. Clapp, U. S. A. acting U. S. Indian agent.

## TENNESSEE.

Chattanooga will build schoolhouse. Cost \$12,000.

Knoxville.—Arch. Leon Beaver has made plans for remodeling North college.

## VIRGINIA.

Bristol will erect schoolhouse. Write board of education.

## WASHINGTON.

Plaza will build schoolhouse. Write E. C. Bratt, clerk board of education.

## WISCONSIN.

Dutch Hollow.—Brick school building for St. Andrew's church will be erected. Write P. Pape, Fotosi.

Genesee will build schoolhouse. Write Arch. C. C. Anderson, Putney block, Waukesha.

Madison.—The State Agriculture College will add new building. Write Archs. J. T. Wilson Jennings & Henry J. Ross, 738 Unity building, Chicago, Ill.

Oshkosh.—Bids for heating and plumbing the high school are to be advertised for.—Also for repairing two schoolhouses. Write board of education.

Prairie du Chien will build schoolhouse. Cost \$12,000. Write Arch. Chandler & Parks, Racine.

## Letters.

### Ethical Training.

"Virtue is the first and most necessary of those endowments that belong to a man or a gentleman." "In every well-conducted system of education the emphasis is to be placed first, upon moral education, next upon physical, and then upon intellectual."

The sentiments of these two writers, the one living near the close of the seventeenth, and the other near the close of the present century will command the assent of all who have bestowed any careful attention upon the subject of education. There is probably a more general approval of these propositions by the public at large than at any previous period, although this approval does not amount to a demand. But this consensus of opinion is in striking contrast to the practical treatment of the subject in our educational systems and by those who are administering our educational institutions. That phase of education which holds the prominent place with the large majority of those who are actively directing it is not moral, nor even physical, but intellectual. The former is the incidental, the latter, the essential element. In the planning of courses of study it is not customary, nor is it supposed to be necessary, to assign any definite place in the scheme for moral education. A brief allusion to the importance of securing good behavior, or of forming habits of obedience, honesty, and diligence, is usually regarded as an adequate treatment of the subject. In the annual gatherings of our educational associations, either state or national, it is not usual to find this a prominent topic on the program. Possibly it is not a "popular" theme and does not arouse such enthusiasm as is deemed essential to make such a gathering successful. Nor even in our normal schools does this subject receive such a treatment as to impress the future teacher with its prime importance. The lectures doubtless contain many valuable and stimulating suggestions, but they are largely

of a personal and empirical character. There is a lack of any such broad and comprehensive treatment as is bestowed upon the various intellectual processes and subjects of study, and which might be regarded as an attempt at least to exhibit a scientific basis for methods of ethical training.

It is not surprising, therefore, that the average teacher should regard the formation of character as an incidental part of his work. If he desires to elevate the standard of conduct in his class-room he must find an inspiration for the task in his own moral impulses. He cannot expect that success in this direction will bring him any such recognition as he would obtain by inventing some new method of teaching arithmetic or geography. Such success as he may achieve will not add to his salary nor increase his chances of promotion. His future standing as a teacher will be determined by other standards, and he will, therefore, either consciously or unconsciously, mark out the field of professional activity accordingly.

If, then, we are to have higher standards and better results in ethical training the reform must begin with those who are responsible for the control and management of schools. Ethical relations must be more carefully studied, ethical truths made more prominent, and the methods by which they can become efficacious in character more thoroughly comprehended and applied.

This suggestion as to the need of reform is certain to elicit the reply that our schools must furnish such an education as the public demands, and at present the people are indifferent to this phase of education and are demanding better results in intellectual training. But the history of reform abounds with illustrations of the fact that all genuine advance begins with the individual; with some one who, by reason of superior endowments, or experience, or larger insight becomes himself profoundly moved and is able to communicate this impulse to others. It is unreasonable to expect that the demand for such a reform should originate with the public, but they will not be slow to respond to a movement that shall be wisely directed to make better men and women of the children for whom they toil.



JAMESTOWN PUBLIC SCHOOL BUILDING, PORTER TOWNSHIP, SCHUYLKILL CO., PA



The demand for the better training of little children was not sounded in the ears of our educational authorities by the voice of the people. Here and there a man possessed with the idea communicated to others something of his own enthusiasm. The fine genius and the large heart of Froebel wrought out the plan of the kindergarten and showed its adaptation to the development of the child. Some kindred spirits took up the work and labored with patient zeal to extend its benefits until it has taken its place as an essential part of a complete system of education. It is useless to say, that our schools are doing all that they can be expected to do for the ethical training of children. That such training may be successful it should not wait upon the spasmodic impulses of the individual teacher.

It should have a recognized place and a systematic presentation in the work of the school. The obstacles in the way of such an advance will be gradually removed by a more careful study of the nature of the child and by such a training of teachers as will enlist their interest and enthusiasm in the work.

F. W. OSBORN.

ADELPHI ACADEMY, Brooklyn, N. Y.

### Good Literature in the School-Room.

Every thoughtful teacher looks with anxiety upon the worthless literature which she knows will fall into the hands of the boys and girls whose education has partially devolved upon her. How can she prevent their reading it?

After careful observation the writer has concluded that talking to and urging the pupils not to read the pernicious stuff is of little avail. Frequently their attention is called to these books by the very warning which the receive against them; just as the sale of Robert Elsmere was increased by the raid made upon it from the pulpit. The best, and, I am inclined to think, the only way to hinder the reading of poor literature is to cultivate the taste for the good.

To this end, the teacher should, during a school year, bring into her work the careful reading of at least two standard works. This need not in the least interfere with the regular school work, but may be made to supplement it in the most valuable manner.

For, example, in the sixth grades on one of our large cities, during three months of the present school year, a little time was spent each day upon the study of *Evangeline*, and with great pleasure as well as profit.

Before reading the poem the historic event upon which it was founded was carefully studied. The people, whence they had come, their way of living in their own country, their occupations, dress, morals and manners were carefully studied in the light of history. The geography of Nova Scotia having been studied from all standpoints, the reason for the Acadians' having settled in that land became apparent. The story of their life and their sad separation was learned, and then the pupils were ready to live for awhile in Acadie, and to wander with *Evangeline* in search of Gabriel.

The plan of placing before the pupil a picture, and having him talk about it, and write a description of it is generally used in the lower grades of all our schools. This being the case, the boy should now be able to look, with his mind's eye, upon the beautiful pictures drawn by the wonderful pen of Longfellow, and to talk and write of them. No artist's brush nor writer's pen has ever given us a more beautiful picture than that of Grand Pré, at the opening of the poem.

To accomplish good work in English it is necessary that at least a paragraph should be written by each pupil daily, and for this work endless topics are furnished in *Evangeline*. For example, in the first canto, besides the picture of Grand Pré are descriptions of Benedict, Bellefontaine, *Evangeline*, of their home and its surroundings, as well as the childhood and youth of Gabriel and *Evangeline*. All this, talked over and written of, will improve the child's descriptive powers, increase his appreciation of beauties which are hidden from the careless reader, and, if the meaning of words used is carefully studied, greatly enlarge his vocabulary.

After pointing out a few metaphors and similes, as for example,

"The hemlocks, bearded with moss, and in garments green," and,

"Stand like Druids of eld, with voices sad and prophetic,"

it was surprising to see the enjoyment which the bright boys took in pointing out figures of speech and explaining their application.

We are now reading, "The Courtship of Miles Standish," and frequently the reading is interrupted by the remarks, "That's a simile," or, "That's a metaphor." I was amused the other day to find that one of the boys who is particularly quick in discovering these figures, had received the name of "Metaphor" from his classmates; and one of the boys remarked in triumph, when he read the lines,

"His russet beard was already flaked with patches of snow,"

"There's a metaphor, and I saw it before 'Met' did." S.

### As to "Arithmetic: A Memory."\*

I should like to offer some remarks concerning my remembrance of my early ideas of number.

I remember many circumstances which occurred during the years considered in my article, quite as distinctly as I remember about number, not only circumstances, but what I thought about those circumstances.

I could give you instance after instance if space allowed, but perhaps a few concerning my early acquaintance with literature will suffice. My father was very fond of poetry and used to read it and teach it to me every day. He read "Young Lochinvar" to me frequently and I know that when he read "He quaffed off the wine, and he threw down the cup,"

"She looked down to blush, and she looked up to sigh," etc., that a picture of a very handsome man dressed as my brother dressed when he went to parties always rose before me, with the fragments of a glass wine goblet at his feet. In front of this figure of my imagination stood a girl who was grieving because one of her mother's best goblets was broken. She was not crying, because it was not polite to cry before company, but I knew that she felt sorry. My process of thinking in relation to another piece of literature I remember, a mere fragment this time. Whenever my father read

"In slumbers of midnight the sailor-boy lay,  
His hammock swung loose at the sport of the wind,"

a vision of a very dark room used to come before me when he said the first line, and when he said the second a picture of a hammock fastened high up on the mast of a ship always followed quickly, and besides I always had to say to myself "That means wind, when he pronounced the word wind as the rhyme requires. One more instance occurs to me. For years I wondered what the *doe* was, mentioned in Tennyson's "Lady Clare." I knew the whole poem, but whether that *doe* was a dog, a cat, a rabbit, or a goat I did not know, and I did not like to ask because my brother usually made fun of my questions. On the whole I inclined toward the belief that it was a goat and

"The lily-white doe Lord Ronald had brought  
Leapt up from where she lay,  
Dropt her head in the maiden's hand  
And followed her all the way"

always brought the picture of a girl in a brown leather dress (my interpretation of russet gown) holding her hand down low for a long-whiskered goat to rest his nose in. There always existed alongside this picture however, a somewhat blurred one of a monstrous rabbit which was my mental alternative for the goat.

Absurd as these fancies may seem, they are nevertheless my actual imaginings and as such have a certain corroborative value.

MABEL ELLERY ADAMS.

Quincy, Mass.

\*Two of the series to which this letter refers appeared in THE JOURNALS of April 11 and 18. The concluding article is printed in the present number.

## Summer Schools of 1896.

### University Summer Courses.

By CHARLES B. BLISS.

In one direction, university extension work is advancing in this country as fast as its most ardent supporters could desire. The number of summer courses offered in the universities is increasing every year, while the number of teachers and others who avail themselves of this opportunity for advanced work is increasing still more rapidly. It is impossible to give exact figures in reference to this growth, owing to the rapid changes and the incomplete character of many of the reports. In his report for 1894, the commissioner of education gives the names of forty-eight colleges and universities which have summer courses, also of twenty-eight summer schools not connected with other educational institutions. Some of these universities offer summer courses in only one subject, and in some of the colleges the work is of an elementary character.

But perhaps a dozen of the best universities of the land are offering regular university courses during the summer, the instruction being given by members of the faculty and the entire equipment of the university being placed at the disposal of the students. This work began at Harvard over twenty years ago.

But it is only during the last four or five years that the present rapid development has been going on. At Harvard the number of courses has been largely increased, and during the last four years the average number of students enrolled has been over 500. At Cornell, summer courses were begun in 1892, with an attendance of 115. Since then the numbers have increased to 275.

At the first summer session of the University of Michigan in 1894, there were 91 students and 16 instructors. Last year there were 191 students and 25 instructors. This summer 41 instructors offer 101 courses. These three instances are representative of what is taking place in all the universities that have undertaken the work.

Most of the universities are in substantial agreement as to the aims and methods of summer work. These have been determined by the circumstances and conditions which have led to the development of the summer courses. All courses are open to women as well as men. They are intended primarily for teachers and others desiring to do advanced work who are unable to enter the other departments of the university.

Instruction is given by members of the university faculty. The libraries, laboratories, museums, and other equipment of the university are placed at the disposal of the students. The usual length of the session is six weeks. Satisfactory progress cannot be made in much less time, and a much longer session makes too large an inroad upon the summer vacation. Students are urged to confine their work to one subject, and in some cases the same course is continued over several years. So far as possible, every opportunity and encouragement is given for independent work in addition to the regular courses.

Where the work done is equivalent to that required in corresponding courses in other departments, due credit for the same is given by the university.

The work accomplished depends to a certain extent upon the individual student and his previous preparation. But by concentrating the attention upon one subject, under the direction of an able instructor, more can often be accomplished in six weeks than in a college course of two or three hours a week extending throughout the year. In all cases the student gains an insight into the spirit and methods of university work, becomes more or less familiar with the literature of the subject, and is better prepared for further work.

Now that the movement is taking place on so large a scale, it seems strange that it did not begin sooner. The expensive plants of our universities have been lying idle during the summer. At the same time the entire body of teachers have been enjoying a long vacation, many of them willing and anxious to prepare themselves for better work in the coming year. This movement has already begun to play an important part in solving one of the most vital questions of the present time, namely, that of raising the standard of the teaching profession.

It is second only in importance to the establishing by the universities of professional schools of pedagogy on a par with those of law and medicine. To those who are qualified for this work and who are willing to devote one, two, or three years to a course in a professional school, the universities can offer nothing better. But unfortunately not many are able to make so great a sacrifice. To those who can not do this, as well as to those who desire to work only in special lines, the universities offer summer courses. What this offer means to the great body of teachers can only be understood by those who know something of the advantages of university work. All the accumulated equipment of many years, the endowments, the libraries, the laboratories, the training and experience of the instructors is for the time placed at the command of the student, all for a fee not exceeding five dollars a week.

As to summer work in general, it is the universal testimony, of those who have tried it, that six weeks of work with new surroundings and new associations, is not exhausting. On the contrary the complete change of work is restful. The work of the teacher is not laborious above that of the other professions that they require so much longer vacations. The vacations are on account of the pupil rather than for the sake of the teacher. But the teacher is fortunate indeed above the members of the other professions in having so great freedom during the pleasantest months of the year, and with these new opportunities for improvement open to them they may easily make the long vacation a most important factor in our school system.

*New York University School of Pedagogy.*

The summer schools should be attended by principals and superintendents, especially those who do not attend the educational gatherings during the year, and even those who do attend these meetings are present for only two or three days, while at a summer school they would meet the best instructors and brightest teachers for two or three weeks. The value of this cannot be overestimated.

A school of this kind appeals to all ambitious teachers. There is not a commissioner district but has from twenty to fifty teachers who ought to attend such a school. The state of New York ought to fill three or four such schools every summer and would do so if those who ought to be interested in the matter would work together for that purpose. I have given ten years to this work and hope soon to give it up. I want to know once more what a vacation means, but I hope first to see summer schools well established and classified, controlled and supported by the state as institutes now are. Experience has shown me clearly the value of the work.

Teaching is a narrowing occupation, and the better the teacher the greater the danger of growing narrow. Those who know they are doing well are in great danger of not learning to do better. They need to be thrown in contact with others who are doing well, also, but not in quite the same way. It is by contact with others doing the same work better in some particulars and not so well in others, that we are inspired to do more and better work. Very few teachers can afford to let the long summer vacation pass without getting new inspiration from some source.

(Extracts from a paper by Supt. Sherman Williams, Glens Falls, N.Y.)



# 1896 THE CHAUTAUQUA SEASON 1896

Chautauqua is situated at the head of Chautauqua Lake in Western New York, only two hours from Buffalo and affords all the advantages of a summer resort amid the most charming natural scenery of lake and mountain and opportunities for combining with systematic class instruction by professors of all the leading Universities, lectures delivered by the greatest scholars of the day, entertainments in great variety, concerts by a large and well-trained chorus, an orchestra, and distinguished soloists.

The Chautauqua schools all open **July 11**, at the close of the National Educational Association meeting in Buffalo. The School of Pedagogy will hold a session of four weeks; the other schools six weeks. Tickets from the West are good for stop over at Chautauqua until Sept. 1.

**SCHOOL OF PSYCHOLOGY AND PEDAGOGY.**—Pres. W. L. Hervey, of Teachers College New York, assisted by a faculty of competent teachers, will conduct courses in Educational Psychology, General Pedagogy, Kindergarten, Primary and Grammar School methods as applied to language, number, form, nature study, literature, modeling, physical training, etc. Observation classes of children. Special lectures by noted specialists.

**SCHOOL OF MODERN LANGUAGES.**—Courses in German Language and Literature by Prof. Henry Cohn, of Northwestern University, and assistant. Courses in French by Prof. A. de Rougemont, of New York.

**SCHOOL OF ENGLISH.**—Courses in Anglo-Saxon by Porter L. McClintock; in Literature by Prof. W. D. McClintock, of the University of Chicago, and Prof. W. M. Baskerville, of Vanderbilt University; and in Rhetoric by Dr. E. H. Lewis, of the University of Chicago.

**SCHOOL OF CLASSICAL LANGUAGES.**—Courses in Latin by Prof. A. M. Wilson, of the University of Nebraska; in Greek by Prof. Bishop, of Northwestern University.

**SCHOOL OF MATHEMATICS AND SCIENCE.**—Courses in Mathematics by Prof. William Hoover, Ohio University; in Physics, Prof. L. H. Ingham, Kenyon College; in Chemistry, Prof. L. H. Batchelder, Hamline University; in Geology, Prof. Richard E. Dodge, Teachers

College, N. Y.; in Botany, Miss Anna A. Schryver, Ypsilanti Mich.; in Zoology, Prof. H. L. Osborn, Hamline University.

for training teachers, elocution, and interpretation. Delsarte as applied to elocution. Private lessons in *Elocution* by Mr. S. H. Clark, the University of Chicago; in *Delsarte* by Mrs. Emily M. Bishop, Chautauqua, N. Y.



COLLEGE OF LIBERAL ARTS.

**SCHOOL OF PHYSICAL EDUCATION.**—Dr. W. G. Anderson, Yale University Gymnasium, principal. Normal courses for teachers, including anatomy, anthropometry, theory, and practice; Swedish gymnastics, the Delsarte system, etc. Private lessons in boxing, fencing, tennis, golf, rowing, running, etc.

**SCHOOL OF PRACTICAL ARTS.**—*Photography*, Mr. W. G. Lake, Chautauqua, N. Y. *The Art of Letter-writing*, Miss Frances B. Calloway, Castile, N. Y. *Penmanship and Bookkeeping*, Mr. C. R. Wells, Syracuse, N. Y. *Shorthand and Typewriting*, Mr. W. D. Bridge, Jamaica Plain, Mass. *Cookery*, Mrs. Emma P. Ewing, 22 Summer St., Rochester, N. Y.

**GENERAL LECTURES.**—Over sixty lecturers are engaged, many of whom will give courses of lectures on topics of especial interest. Among these lecturers are: Pres. Eliot, of Harvard University; Pres. Andrews, of Brown University; Pres. Harper, of the University of Chicago; Dr. George Adam Smith, of Glasgow, Scotland; Dr. Jos. Agar Beet, of Richmond, Eng.; Rev. Chas. Aked, of Liverpool, Eng.; Prof. Nicholas Murray Butler, of Columbia College; Rev. Russell H. Conwell, of Philadelphia; Mr. Robert E. Peary, the arctic explorer; Rev. George A. Gordon, of Boston; Dr. James M. Buckley, of New York; Prof. Francis G. Peabody, of Harvard; Prof. Homer B. Sprague, of New York; Pres. W. L. Hervey, of Teachers College, New York; Mrs. Annie Jenness Miller, of New York; Prof. Chas. Sprague Smith, of New York; Mr. Roberts Harper, of Boston; Mr. Leon H. Vincent, of Philadelphia; Prof. John Williams White, of Harvard; Rev. Booker T. Washington; Prof. Shailer Mathews of the University of Chicago; and others.



THE HALL OF PHILOSOPHY.

College, N. Y.; in Botany, Miss Anna A. Schryver, Ypsilanti Mich.; in Zoology, Prof. H. L. Osborn, Hamline University.

**SCHOOL OF THE SOCIAL SCIENCES.**—Courses in History and in Economics will be offered by Prof. John W. Perrin, of Allegheny College; in Sociology by Mr. George E. Vincent, of the University of Chicago.

**SCHOOLS OF SACRED LITERATURE.**—Courses in Hebrew and Old Testament by Pres. William R. Harper, and Prof. D. A. McClellan, of Allegheny Theological Seminary; in Greek and New Testament by Prof. F. K. Sanders, of Yale University, and Prof. Shailer Mathews, of the University of Chicago.

**SCHOOL OF MUSIC.**—Dr. H. R. Palmer, assisted by Mr. L. S. Leason in charge. General courses in Voice Culture, Harmony, etc. Private instruction: *Piano*, Mr. William H. Sherwood, Chicago Conservatory, and Mr. Ferdinand Dewey, 154 Tremont St., Boston; *Violin*, Mr. Bernhard Listemann, Chicago College of Music; *Organ*, Mr. I. V. Flagler, Auburn, N. Y.; *Voice*, Mr. J. Harry Wheeler, Auditorium, Chicago; *Banjo*, *Mandolin*, and *Guitar*, Mr. Robert P. Loomis, New Haven, Conn.; *Flute and Piccolo*, Herbert A. Davis, Elkhart, Ind.

**SCHOOL OF FINE ARTS.**—Lectures on Art History by Mr. A. T. Van Laer, of New York; Technical instruction in the various forms of drawing, painting, modeling, etc., Mr. H. R. Poor, of Orange, N. J. *Figure painting on porcelain*, *China decoration*, tapestry painting, etc., Mrs. L. Vance Phillips, 32 E. 48th Street, New York. *Wood-carving*, Miss Laura A. Fry, 70 West 4th St., Cincinnati, O.

**SCHOOL OF EXPRESSION.**—Mr. S. H. Clark, of the University of Chicago, and Mrs. Emily M. Bishop, principals. General courses



THE DOCK.

**READERS.**—Among the readers engaged are Mr. George Riddle, Mr. Leland Powers, Miss Ida Benfey, Mr. Hannibal A. Williams, Mr. S. H. Clark, Miss Ann Virginia Culbertson, and Mrs. Mary D. Lanier.

**MUSIC.**—Beside the officers of the School of Music Miss Marie Decca, prima donna; Mr. Whitney Tew, of London, tenor; Mr. Homer Moore, Mrs. J. Otis Huff have been engaged as special soloists. The Sylvian male quartet, of Oberlin, O.; the North Church Quartet of Buffalo will also be present during the season and assist in concerts.

The Chautauqua Assembly has recently issued a handsome prospectus in the form of the advance number of *The Chautauqua Assembly Herald*. It contains full information in regard to the program of the Assembly for the coming summer, and may be obtained on application to the Secretary, W. A. Duncan, Chautauqua, N. Y.

## The National Summer School

Will hold its Twelfth Annual Session at Glens Falls, N. Y. Beginning Tuesday, July 14, the following courses will be offered.

### A PROFESSIONAL COURSE.

Psychology and Pedagogy, Dr. Richard G. Boone, State Normal School, Ypsilanti, Mich. Primary Work and Methods, Miss Anna K. Eggleston, State Institute Instructor, New York. Methods in Arithmetic, Supt. George



VIEW OF THE NARROWS, LAKE GEORGE.

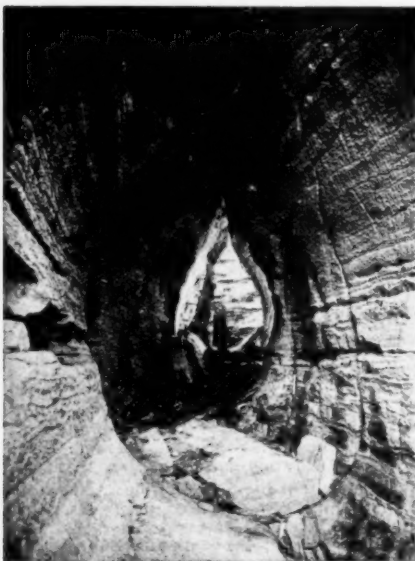
I. Aldrich, Newton, Mass. Reading and Elocution, Henry L. Southwick, Emerson College of Oratory, Boston, Mass. Language and Grammar, Supervisor R. C. Metcalf, Boston, Mass. Methods in History, Prin. W. F. Gordy, Hartford, Conn. Advanced Reading, Supt. George I. Aldrich, Newton, Mass. Literature in Primary and Grammar Schools, Supervisor R. C. Metcalf, Boston, Mass. Methods in Geography, Prin. Charles F. King, Boston, Mass. School Management, Supervisor R. C. Metcalf and Supt. Sherman Williams. Historical Lectures, Regent Charles E. Fitch, Rochester, N. Y. Natural History, Prof. Austin C. Apgar, State Normal School, Trenton, N. J.

### A DEPARTMENT FOR INSTRUCTORS OF TEACHERS' TRAINING CLASSES.

Organization and Management of Teachers' Training Classes, A. S. Downing, Supervisor of Teachers' Institutes and Training Classes in New York state. History and Philosophy of Education and Art of Questioning, Prin. E. D. Merriman, Malone, N. Y. Psychology, Dr. Richard G. Boone, State Normal School, Ypsilanti, Mich. Methods, Miss Gertrude Bacon, State Normal School, Buffalo, N. Y. Drawing, Miss Gratia Rice, State Institute Instructor in Drawing.

### ACADEMIC DEPARTMENT.

Drawing, H. P. Smith, formerly Head Drawing Teacher, Brooklyn, N. Y. Miss Ella L. Richardson, Regent's Examiner in Drawing. Miss E. M. Groome, State Normal School, West Chester, Pa. Manual Training, Mrs. E. A. Nye, Supervisor of Drawing, Yonkers, N. Y. Botany, Prof. Austin C. Apgar, State Normal School, Trenton, N. J. Elocution, Henry L. Southwick, Emerson College of Oratory, Boston, Mass. Study of Shakespeare, Henry L. Southwick, Emerson College of Oratory, Boston, Mass. Physical Training, Frederic A. Metcalf, Emerson College of Oratory, Boston, Mass. Vocal Music, E. W. Newton, New York City. Kindergarten Work and Methods, Miss Caroline T. Haven, Workman's School, New York. Penmanship, Howard Champlin, Supervisor of Penmanship, Cincinnati, Ohio. School Made Apparatus, Henry R. Russell, New York City.



THE CAVE MENTIONED BY COOPER.

### DRILL AND REVIEW DEPARTMENT.

Natural Science, Prin. W. D. Johnson, Cooperstown, N. Y. Arithmetic and Algebra, Prin. George Winslow, Binghamton, N. Y. Bookkeeping, Prin. E. G. Lantman, Binghamton, N. Y. Plane Geometry, Prin. H. T. Morrow, Elmira, N. Y. Civil Government and School Law, Prin.

H. T. Morrow, Elmira, N. Y. Geography, Miss Anna J. Stone, Binghamton, N. Y. History and Current Topics, Prin. Ernest E. Smith, Cambridge, N. Y. Composition and Rhetoric, Supt. A. Hall Burdick, Stapleton, Staten Island, N. Y. Grammar and Analysis, Supt. A. Hall Burdick, Stapleton, Staten Island, N. Y. Drawing, Miss Florence B. Himes, New York State Institute Instructor. Methods and School Economy, Miss Anna K. Eggleston, New York State Institute Instructor. Philosophy of Education, Prin. E. D. Merriman, Malone, N. Y. The preceding courses provide for all classes of teachers from those who wish to devote themselves solely to the study of Principles and Methods to those who wish only subject matter. A seventy-page circular giving all details of the work will be sent free to all applicants.



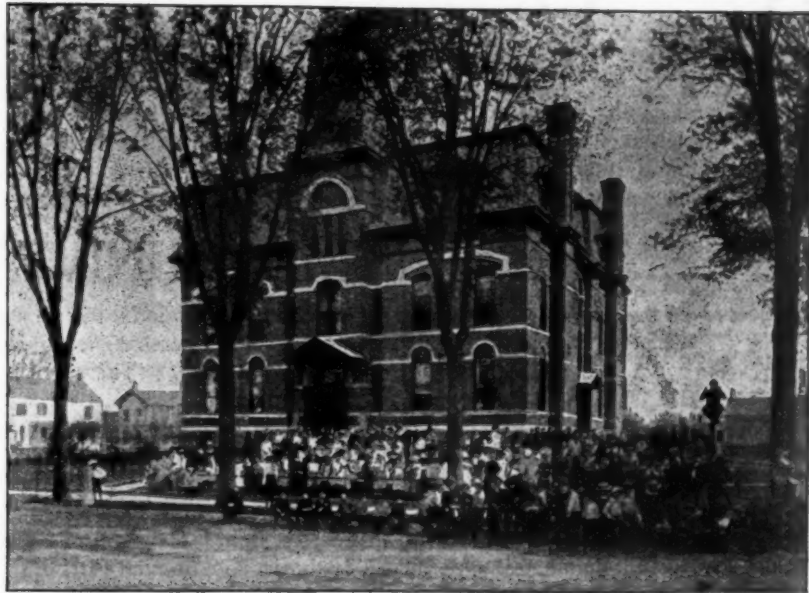
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The expense of attending this school, Board, Lodging, and Tuition, is less than at any othersimilar school. Special inducements to organizers of clubs.

#### EVENING ENTERTAINMENTS.

There will be a series of evening entertainments made up of illustrated lectures by S. R. Stoddard, on such subjects as "The Adirondacks," "The Hudson," "America's Wonderland," "The Sunny South," etc. We hazard nothing in stating that Mr. Stoddard's slides are the finest in the world, and that his views are unequaled. Regent Fitch will give several Historical Lectures. Those who have heard him know him to be a most eloquent speaker. Those who have heard Mr. Southwick will be delighted to know that he will also be on this course. The cost of a course of ten of these entertainments will not be more than one dollar.



SCHOOL NO. 1, GLEN STREET.

#### RAILROAD RATES.

It is too early to announce railroad rates in full. Those who attend the N. E. A. at Buffalo will get reduced

rates to that point, return tickets good till September. The fare from there here is small. We will get return tickets at one-third rate on the "D & H," Boston and Albany, and Fitchburg roads certainly, and we hope many others.

#### EXCURSIONS.

A summer school should provide for both study and recreation, and the recreation should include excursions. We have a beautiful Illustrated Circular with a score of half-tone cuts and a sketch of our excursions, together with a brief account of the history of this section which



BLOODY POND.

was "A Dark and Bloody Ground" during and before the Revolution. Several of the Excursions are historical ones. This illustrated circular will be sent free to all applicants.

Whether you wish to study much or little or none at all, whether you wish work or recreation or both combined, whether you wish companionship or solitude, whether you wish a long or short outing, connection with the National Summer School will give you what you wish with the least effort on your part and at the smallest expense.

Any one interested in any phase of Summer School work is requested to send for the circulars of our school.

#### Address

SHERMAN WILLIAMS, Manager,  
Glens Falls, N. Y.



THE FALLS ABOVE THE BRIDGE.

# Bay View Summer School.

FOR 10 years the Summer University at Bay View, Mich., has been making a reputation for excellence and completeness. The location is on Lake Michigan, near the northern end of the lower peninsula, in the now famous resort region of this country. A cool and remarkably invigorating climate makes study here ideally pleasant. About the only place where the summer student is free from exhaustion of summer heat.

## .....THE SUMMER UNIVERSITY.....

Embraces seven thoroughly organized and equipped schools, all under the personal direction of the widely known educator, Dr. J. M. COULTER, now identified with Chicago University, who gives all his summer work here. There are:

The College.   School of Methods.   Conservatory of Music.   School of Art.  
School of Oratory.   School of Physical Culture.   Bible School.

There is a select faculty of over 40 instructors, from leading colleges, and a true university and high class summer school spirit dominates. Attendance last year, 800, from all parts of the Union.

In the Bay View Summer meetings some of the finest talent in this country and from England will be heard. This year American studies in wide range will be specialized by eminent scholars and lecturers, while frequent entertainments of a high order will lighten the heavier school work.

The Summer University opens on July 8, the Assembly a week later, both closing on August 12.

Bay View is reached by palatial lake steamers from Buffalo, Cleveland, Toledo, Detroit, Duluth, Milwaukee and Chicago, while through trains without change run from Detroit, Cincinnati, Louisville, Indianapolis, St. Louis, Chicago and intermediate points. Being the largest watering place in the West, low priced summer tourist tickets are everywhere on sale.

The Bay View Magazine, filled with beautiful half-tones, sent on application. Address all inquiries to

**J. M. HALL, FLINT, MICHIGAN.**

## MARTHA'S VINEYARD SUMMER INSTITUTE.

THE LARGEST AND THE BEST--THE OLDEST AND THE BROADEST.

*Nineteenth Annual Session. Beginning July 13, 1896.*

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**English Literature.** HOMER B. SPRAGUE, Ph.D., East Orange, N. J.  
**French.** WILLIAM B. SNOW, A.B., English High School, Boston.

**German.** Prof. J. BLACHSTEIN, Institute of Technology, Boston.

**General History.** C. E. MELENEY, A.M., Teachers College, New York City.

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**Photography for School Work.** MINER H. PADDOCK, A.M., Manual Training High School, Providence, R. I.

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Summer Courses at the Massachusetts Institute of Technology during June and July. Address H. W. Tyler, Ph. D. Sec'y, Harvard University Summer School, Begins July 3. Address M. Chamberlain.

The Thirteenth Annual session of the H. E. Holt Normal Institute of Vocal Harmony at Lexington, Mass.

Sauveur College of Languages and Amherst Summer School. Twenty-first session begins July 7, continuing six weeks. Prof. W. L. Montague, director and manager.

The Connecticut Valley Chautauqua at Northampton, Mass., July 14-24.

Summer School at Clark University, Worcester, Mass. July 13 to 25. Both inclusive. Address Clerk of University.

NEW HAMPSHIRE.—New Hampshire College Summer School of Biology. At Durham. July 6 to August 1. Pres. Hon. George A. Watson, New Boston. Secretary, Hon. Joseph Kidder Manchester.

National Summer School of Music and Drawing for Teachers. Tenth season, at Plymouth, N. H., July 20 to August 6. Address G. E. Nichols, manager, 13 Tremont Place, Boston, Mass.

MIDDLE ATLANTIC STATES.

NEW YORK.—The National Summer School, Glens Falls, N. Y. Beginning July 14. Four departments—professional, academic, training class, and drill and review. Sherman Williams, manager, Glens Falls, N. Y.

Summer School of Manual Training, Teachers college, Morningside Heights, New York city. July 6 to August 8. Address Charles A. Bennett, Teachers college, New York city.

Summer Courses, New York university at University Heights, New York city.

July 6 to August 14. Mathematics, chemistry biology, experimental psychology, comparative study of systems of education, Semitic languages, German, French, economics, and physical training. Courses in French and German, experimental psychology, comparative systems of education, begin July 13 and end August 21. The last two courses may be taken as part of the regular work in the School of Pedagogy. Address Prof. Chas. B. Bliss, University Heights, New York.

The Metropolitan Normal Art Summer School at the new building of the University of the City of New York, Washington Square. Four weeks, beginning July 13. Address Langdon S. Thompson, 12 Park street, Jersey City, N. J.

Buffalo University School of Pedagogy Summer School. July 13-24. Address F. M. McMurry, School of Pedagogy, Buffalo, N. Y.

Cornell University Summer School July 6-August 15. Address David Fletcher Hoy, secretary-treasurer, Ithaca, N. Y.

Catholic Summer School at Plattsburg, N. Y., July 12, to August 16.

Chautauqua Summer Schools. Open July 11. Address W. A. Duncan, Sec'y Chautauqua, N. Y.

Union College Summer School, Saratoga Springs. July 6 to August 14. Address Edw. E. Hale, Jr., 762 Mott St., Schenectady, N. Y.

Summer Session of the New York School of Expression at Round Lake, N. Y. Address Norman Astley, business manager.

Cayuga Lake Summer School, at Ithaca, July 20 to Aug. 10. Address F. D. Boynton, Manager, Ithaca, N. Y.

PENNSYLVANIA.—American Society for the Extension of University Teaching. Fourth summer meeting, at the University of Pennsylvania, Philadelphia. Four weeks, beginning July 6. Arrangements for session of 1896 include Department A, literature and history; B, psychology; C, music; D, science; E, economics and civics; F, mathematics. Address Edward T. Devine, director, 111 S. Fifteenth street, Philadelphia.

The Pennsylvania Chautauqua at Mt. Gretna. Fifth annual assembly from July 8 to August 4. The National School of Oratory will make its headquarters at the Pennsylvania Chautauqua this year. Address Rev. E. S. Hagan, secretary, Lebanon, Pa.

NEW JERSEY.—Berlitz Summer School of Languages at Asbury Park, N. J. From the first Monday in June to the last Friday in August. Under the management of Prof. N. A. Joly, assisted by superior native teachers. Address till June 1, 1122 Broadway, New York.

MARYLAND.—The Mountain Chautauqua, Mountain Lake Park, Md., August 5-25.

#### CENTRAL STATES.

ILLINOIS.—Cook County Normal Summer School. July 13 to July 31. Address W. C. Jackman, 6916 Perry ave., Chicago, Ill.

Lake Forest University Summer School at Lake Forest, Ill. Open from June to October. Address Professor Malcolm McNeil.

Greer Normal College Summer School at Hoopeston, Ill. Address Sec'y Greer, Normal College, Hoopeston.

Chicago Kindergarten College. Summer School of Pedagogy. July 1 to July 11. Address Kindergarten College, 10 Van Buren St., Chicago.

Summer quarters of Morgan Park academy, at Morgan Park, Ill. Two terms of six weeks, from July 1 to September 22.

Summer quarters of University of Chicago, July 1 to September 22. Two terms of six weeks each.

[CONTINUED ON PAGE 540.]

# SUMMER SCHOOL AT BUFFALO.

## A Novel Feature.

The School of Pedagogy at Buffalo is planning a kind of work in its Summer School which has not heretofore been attempted in summer schools, at least not on the same scale. The afternoon sessions are given entirely to discussion, and the fifteen or twenty instructors, instead of dividing up and going to different class-rooms, unite with the entire body of students to hold a pointed discussion on important pedagogical questions. The students of the school are not expected to take part at that time, but are allowed to be present as witnesses. Participation, therefore, will be limited mainly to the corps of instructors. A leader has been appointed for each afternoon. The school will last two weeks, following immediately after the N. E. A., and the leaders for the ten afternoons are the following: Nicholas Murray Butler, of Columbia college; Charles de Garmo, of Swarthmore, Pa.; W. S. Sutton, superintendent of Houston schools, Texas; M. V. O'Shea, of the School of Pedagogy, Buffalo; William James, of Harvard; C. A. McMurry, of the State Normal, Normal, Ill.; J. W. Jenks, of Cornell university; John W. Cook, of the State Normal, Normal, Ill., and F. M. McMurry, of the School of Pedagogy, Buffalo. The entire afternoon each day will be devoted to one topic. No lectures will be given or papers read, but on each afternoon the views of the leader on an important subject, will be expressed in the form of short theses, numbering from six to twelve, and these latter will probably be printed so as to be distributed at the beginning of each session. The subjects that the different instructors will have for the afternoon discussions will be as follows: President De Garmo, The Essentials of Good Character Ranked According to their Relative Value; Professor O'Shea, The Relation of Child-Study to Practical Teaching; Supt. Sutton, Courses in Pedagogy for a Corps of City Teachers; Dr. C. A. McMurry, Isolation vs. Unification of Studies; Dr. C. C. Van Liew, The Culture Epochs in Education; John W. Cook, How Keep the Boys Longer in School; William James, Formal Mental Training; J. W. Jenks, Training for Good Citizenship, and F. M. McMurry, The Established Laws Underlying Teaching. Professor Butler's subject cannot yet be announced.

Aside from the persons already mentioned, several others who take part in the forenoon program will also be participants in these afternoon discussions, so that probably fifteen or twenty educators who are pretty well known throughout the country will take an active part.

This plan for a summer school has been formed with the belief that there are enough important pedagogical problems and enough men of ability thoroughly interested in education to carry on pointed pedagogical debates with profit. If this supposition is correct, the result of this plan will be to unify to a considerable degree representative men from different parts of the country. Points in which they differ will also be brought out so clearly that new problems will be defined which will become topics for future discussions. It is intended at the last session to enumerate, if possible, the chief points of agreement, and likewise those of difference, showing in that way the result of the ten afternoons of debate. At that time also the laws underlying teaching, which those present will be willing to accept as laws, will be enumerated. Herbert Spencer has attempted this task in his second chapter on Education, but his enumeration should now be greatly modified, and the number of laws can probably be considerably increased beyond the number that he had in mind. As soon as teachers will accept as laws eight or ten important statements, and reject several of the so-called laws, there is a good prospect for pedagogy being more commonly recognized as a science. This plan for a summer school will prove especially profitable to experienced teachers throughout the country who are progressive and anxious to listen to or take part in close debates on live educational topics.



## Editorial Notes.

The superintendent of several schools visited one where eight teachers were employed; the principal was a man who held a college diploma; he had the highest class. On account of his college antecedents much was expected of the pupils of that particular room, but the boys and girls could not answer simple questions in fractions, could not write a receipt, could not draw a cube, could not tell about the seasons, the structure of sentences was mostly all enigma, capitalization was not mastered in its very elements; while they knew something about the chief countries of the world, their productions and the occupations of their peoples were practically unknown. He was astounded. The principal seemed uneasy. What could he have been doing every-day in that school-room?

Not long since two members of a school board were consulting as to a superintendent needed in a town of several thousand people. The remark was made concerning the present incumbent, "The schools have not improved under him." Is it not a good comment or criticism? This did not refer to the buildings or course of study; it referred to the spirit of the pupils mainly; to the point that they failed to grasp ideas and come to conclusions. A school official well doubts the efficiency of the teacher when the boys who have been to school for five years cannot master a problem which demands the cost of five gallons of cream at five cents per quart. The teacher may be a college graduate for that matter; to teach is to practice the pupil in thinking.

Some two months ago a teacher who had read a paper at a county association on the "Importance of Ethical Training" was visited in his school. Several classes came before him and he taught them well. The question was then asked as to what he was doing in the way of ethical training; at this he hesitated and finally said: "Well, you see we don't have any regular exercises bearing on ethics; we try to have them do right; that is all we have time for."

Now let us be frank with each other, fellow teachers. Is there more done of ethical teaching than there was one or two or ten years ago? We are told by a high authority that in a right system of education the emphasis is to be placed on moral education—it is to stand first. Is this done? If so where? In New York? Brooklyn? Boston? Chicago? If it should be done why is it not done?

"Much of the nervousness among small children is caused by enforced quiet. Regular rules and regulations make them nervous. What they need is frequent change of occupation in order to keep them happy, contented, and interested. If they become noisy don't chide them and check them instantly by completely silencing them. Rather draw their attention in some way. Teach them that the squirrels run without noise and that the flowers grow quietly. They will soon learn that they, too, can find as much pleasure with less disturbance."

On Monday next, May 4, the hundredth anniversary of the birth of Horace Mann will be celebrated at the New York Normal college, Park avenue and Sixty-eighth street. Rev. Dr. Lyman Abbott will open the exercises with prayer. After the introductory remarks of Dr. Thomas Hunter, principal of the Normal college, Mayor William L. Strong and Hon. Robert Maclay, president of the board of education, will deliver addresses of welcome. The speakers are Dr. William T. Harris, U. S. commissioner of education; Dr. G. Stanley Hall, president of Clark university; Supt. John Jasper, of New York city; Dr. Charles R. Skinner, New York state superintendent of public instruction; and Dr. Truman J. Backus, president of Packer collegiate institute, Brooklyn. Miss Helen Gray Cone, of the Normal college, will read a festival poem, and the Normal college glee club will render several songs.

## Professional Teaching.

It is encouraging to see that in some cities candidates for positions as teachers are examined on something besides the three R's; that the history, principles, methods, and civics of education are also subjects. If every superintendent would move, ten years, would see professional teaching on a firm basis. Massachusetts is sure in a year or two to employ none but normal and college graduates in all her schools. New York in five years will follow hard after, for in 1897 none but those who have had a three years' course in an officially recognized high school will be permitted to apply for certificates. What other state will follow the lead of these two in this important movement toward professionalism?

There are many teachers now holding positions who are opposed to professionalism because they are opposed to further study, or to any study of history, methods, principles, and civics of education; probably a majority are so opposed to-day. And yet professionalism is the salvation of the teachers. Now anyone almost can get a position. Not long since a girl employed in a dry goods store in this city was made into a teacher because a potent friend of her family was a trustee; she passed an examination in the three R's of course. In New Jersey the governor has appointed a man as state superintendent who lays no claim to professional knowledge of education; probably most of the teachers of New Jersey think that is all right. Ten or fifteen years ago no protest would have been heard, but it is different to-day. The educational affairs of New Jersey are rapidly passing into the stage of professionalism and a man who has indicated that he sympathized with this great movement of the age, even if he had not been a teacher should have been selected.

From 1840 to 1860, roughly speaking, this country (its northern part) was comprehensively adopting the great Pestalozzian movement. This was then joined by the Froebel movement and both have carried the schools to a pitch of excellence. In 1870 it was seen that it was useless to provide only one normal graduate to a hundred teachers—that each and all must be professionally trained. But this seemed an impossible thing to realize practically. However, what ought to be must be, and despite the demand of politicians that they must have the privilege of appointing whomsoever they would, and the desire of teachers to draw money from the public funds with as little preparation as possible, the feeling has grown year by year that only the professionally trained teachers should be allowed to teach. For whose advantage would this be beside the child who, we must remember, has his rights in the case? For the teacher himself we reply. Take this case which occurred during the past year: In the town of B—— it was known that the superintendent must go; as the salary paid was approximating to \$3,000 certain persons immediately desired the post. Did they show that they understood what and how a child should be taught? No, they did not trouble themselves about about that, they sought political influence. The teachers' association in the place was wholly ignored. As may be surmised the one with the most political influence was successful.

Now it is altogether possible that the teachers in that city consider this method a very good one, but we do not. The method of the Philadelphia board of education when they determined to have a superintendent was to inquire as to professional fitness and they ignored political pressure.

The reason teachers acquiesce in the political method is because it is easier to work than the professional one, and in this they are correct. The time is coming when none but professional teachers will be employed. A case lately occurred where a teacher was rebuked by an appointing committee because he got a politician to plead his cause instead of relying on his merits.

We wish teachers would connect themselves with the New York School of Pedagogy, or similar institutions, and obtain diplomas testifying to their knowledge of scientific education and offer these when better places are vacant; the time is approaching when such papers will be called for.

## National Educational Exhibits.

Ever since the great educational exhibit at New Orleans, 1884-85, at the World's Industrial and Cotton Centennial Exposition, the question has been considered by wide-awake educators how to manage to arrange for an annual display of material illustrating the work of all classes of schools and as many phases of education as practicable. The remarkable growth of the National Educational Association and the representative character of its meetings, which are attended by thousands of progressive teachers and other school officers from all parts of the country, are factors which naturally turned attention to the desirability of having the exhibit in connection with these annual conventions. Still the managers of the N. E. A. have never taken any steps to lay out a definite plan, but left the matter to the judgment of the local committees in the cities honored by a visit of the association, without any particular instructions. The usual result has been that beyond furnishing a hall for exhibits and charging so much per square foot to exhibitors, these committees took very little pains to provide for a representative and highly instructive display. The whole thing was considered valuable only as a source of revenue. Publishers of text-books and manufacturers of school apparatus were worried into hiring space to exhibit their wares and to pay a goodly sum for the "privilege."

An honorable exception to the general rule was the display at Toronto in 1891. That was a really creditable affair. The Canadians were proud to have the N. E. A. in the Dominion, and everything connected with the great meeting was carried out in a most liberal spirit. Toronto set an example to American cities in this respect. Neither Saratoga, nor Asbury Park, nor Denver have succeeded in equaling it, and to judge from the aspect of matters as they stand at present Buffalo will do no better than any of these latter cities, though she may be able to draw a larger attendance.

Appreciating the great value that a well-organized, attractive, and comprehensive display of modern text-books and other educational appliances would have in disseminating a better knowledge of the progress in this important field and of modern methods in school architecture, heating and ventilation, seating of children, etc., THE SCHOOL JOURNAL a few months ago began to interest leading publishers and manufacturers in the proposition to have such an exhibit at Buffalo during the meeting of the N. E. A. Assurances were given that it would not be a money-making scheme, but that all possible revenue derived from the letting of floor space to exhibitors should be used in increasing the attractiveness and educational value of the display. Mr. E. L. Kellogg gave considerable time to the promotion of the plan. He conferred personally with representatives of leading educational publishing firms in various cities who would be likely to enter into the project. Buffalo was visited by him several times to look over the ground and gather the information necessary to make the first exhibit a success. The result was that an association was organized for holding each year a comprehensive exhibit of educational material of every description at the meetings of the N. E. A. The following educational publishers enrolled as charter members: University Publishing Company; Franklin Publishing Company; Leach, Shewell & Sanborn; Ginn & Company; American Book Company; Maynard, Merrill & Company; D. C. Heath & Company; Silver, Burdett & Company; E. L. Kellogg & Company. Mr. E. L. Kellogg was authorized to apply for space after the plan proposed by him.

The local committee of the N. E. A. at Buffalo, upon receiving full information of the proposed exhibit, at first hesitated about entering into the matter and asked for time to think it over; but instead of considering the value of the project in its true light, made a move that can hardly be called strictly honorable. Evidently it believed that here was a chance to fill its coffers. A day after hearing Mr. E. L. Kellogg's explanation of the plan of the newly formed association the secretary

of the committee sent out a circular letter to publishers and manufacturers which reads in part as follows:

"We are planning for a general exhibition of books, school furniture, etc. \* \* \* Our plan is to furnish room for an extensive exhibition of books, school furniture, school supplies, etc., etc. \* \* \* Do you wish to rent space for that purpose? Our rent will be fifty cents per square foot [*sic* /], and to those who desire more than 100 feet, a reduction will be made. We are under the impression that arrangements whereby all of the exhibition of books, etc., can be made at one place will be a very great advantage both to the exhibitors and also to the teachers who attend this convention. Consequently it is our desire to make this arrangement, and we make the rent of floor space at a very moderate [*sic* /] rate."

Leaving aside the question of fair dealing this letter is interesting as showing how the Buffalo committee treats the plan of having an exhibit. "We," they say, "are planning for a *general* exhibit of books, school furniture, etc." What an exhibit of this kind will amount to from an educational standpoint is readily seen. Anyone who pays the stipulated price can get space for the display of his wares. This is exactly what is not wanted. An exhibit, if it is to be worth anything, must be representative and comprehensive, must really bring together the best to be found in school work, text-books, and modern school appliances of various kinds, and must be organized, arranged, and managed in a way that will display educational progress in the most dignified manner so as to reflect credit upon both the exhibitors and the National Educational Association.

For the doubtful privilege of being represented at a "general" exhibit of the kind "planned" by the Buffalo committee, exhibitors are asked to pay the exorbitant price of fifty cents per square foot, more than most of the largest publishing and manufacturing houses pay for the floor space they require in a *whole year*. Still the Buffalo committee in its "desire to make this arrangement" says it makes the rent of floor space at a "very moderate rate." Business houses of recognized standing, as, for instance, the publishers mentioned above who constitute the association which originally planned to arrange for a comprehensive educational exhibit, have little advantage to gain by being represented at a "mixed" display. An exhibit is of value to them only if it affords a fair opportunity to teachers for studying the comparative merits of various products in the educational market.

The proposition of the Buffalo committee could not be considered by the association. A liberal offer was then made to secure sufficient space in the business headquarters of the N. E. A., the beautiful Ellicott Square, for the exhibit. The Buffalo committee was told that the object was not to make money but to divide up space and expenses among the exhibitors. Promises were made that the association would endeavor to largely increase the attendance of the N. E. A. by advertising the exhibit, which it proposed to make a national affair.

But the Buffalo committee did not feel inclined to accept these favorable propositions, and through Dr. Frank McMurry sent a letter dated April 25, containing a notice to that effect. Still those interested in organizing the exhibit made another attempt to save the project and replied to the letter, explaining the propositions more fully and pointing to the high standing in the business and educational world of the members of the association of publishers named above, as a guarantee for just dealing.

THE JOURNAL hopes to be able to give the final outcome of this correspondence next week, and to fore-shadow as far as possible also, what those thinking of attending the N. E. A. in July next may expect to find.

It is unfortunate that the local committee at Buffalo has by its dilatory tactics blocked the way of the plan of a representative and extensive educational exhibit. A great deal of thought and precious time has been expended thereby which might have been advantageously employed in thoroughly advertising the proposed display and thus aiding to make it a feature of national importance, perhaps the most attractive of all the departments of the approaching great educational convention.





NEW SCHOOL, ADAMS STREET, LOS ANGELES, CAL.

### Mathematical Gymnastics.

CHICAGO, ILL.—“If a wolf can eat a sheep in three hours, and a bear can eat it in an hour and a half, how long will it take both to finish eating after the wolf has been eating half an hour.”

This is a specimen of the questions the children of the Brown school have given them. A nine-year old boy solved it in nine seconds, thanks to the system by which arithmetic is taught to the pupils of the Brown school. The new method has been in operation only a few months, but the children untie all sorts of arithmetical tangles, to the mystification of their parents.

The new system is that of Assistant-Superintendent W. W. Speer, and it is based on the relativity of numbers. Its aim is to show the pupil a fixed unit, and from that to reach to every other point in the series in which that unit is first. It begins with the first grade. Squares are drawn on the board, and children of six years, once having learned what the unit square is, can tell what the others are in comparison.

The object is to teach beginners that a number is not a fact, but a quantity which varies with its relation to another number. In higher arithmetic this system is of great advantage. The square of numbers is obtained with little calculation. For example, while the square of 50 is seen at once, the square of 49 is not so easily found. The Speer method compares and derives the square 49 from that of 50. 49 is 1 less than 50; 1 from 49 leaves 48, half of 48 is 24. Make 24 2,400 and add 1, which gives the square 49. If the number is higher than 50 the difference between the number and 50 is added and the half taken. The number is placed in 1,000 place, and the square of the difference added.

As a result of this method arithmetic has been taken up one grade lower than ever before.

### Mischief of the A. P. A.

The mischief of this movement has lately begun to reveal itself at the national capital. The defeat of the appropriation for Indian schools, because most of these schools are under the care of Roman Catholics, is due to these societies, and it is to their hostility that we owe the shameful proposal to exclude from the national gallery of statuary the effigy of the great pioneer and discoverer Father Marquette. With respect to the schools they avail themselves of a sentiment which widely prevails, and which is reasonable enough, but which, in this case, is greatly overstrained, with the result of depriving the Indian pupils of educational privileges. The spirit of the organization is exhibited also in the semi-official announcement that Senator Hawley, of Connecticut, is to be denied a re-election because of the part he took in securing the promotion to generalship of Colonel Coppinger, whose fault is that he is a Roman Catholic. Not only are Roman Catholics to be refused permission to take part in the defense of their country, but those who decline to ostracise them must themselves be ostracised.—[Editorial in *The Century* for May.]

### Pensions for Teachers.

MILWAUKEE, WIS.—At the banquet of the Educational club, which was largely attended, Prof. S. T. Gillan urged that steps be taken to work out some system for pensioning the retiring teachers of the public schools of Milwaukee. He said:

“Within a year California has adopted state regulations for retiring teachers at the end of twenty-five years on a pension of \$45 a month. The cities of Detroit, Chicago, and Brooklyn have adopted rules in the past year to retire teachers on a pension at the end of twenty years’ service. The necessary funds are to be raised by taxing teachers one per cent. of their salaries. The effect of this is to give more permanency to teaching as a profession.” He thought the progress made in this direction was worthy of serious consideration.

### Manual Training Arouses Slumbering Interests.

NEW YORK CITY.—Mr. Edward Page, president of the Society of Pedagogy, recently gave an excellent talk on manual training. Referring to the introduction of manual training in the city schools, he spoke of the most efficacious change in methods ever made. In describing some of the immediate practical advantages of teaching a boy to use his hands he said, among other things:

“We notice in our boys of the first grade a wonderful fullness in their growth since manual training has been introduced. They seem to be all-sided instead of one-sided. The theory of natural selection is, in many cases, most beautifully applied in this system. Boys who have natural aptitude as handicraftsmen are enabled to show their ability in this respect, and, instead, as under the old rule, of having our children become lawyers’ clerks, petty cash clerks, errand boys, and drivers of wagons, they select that occupation for which nature has intended them.”

### New York Teachers at the N. E. A.

State Supt. Skinner has issued a circular urging the teachers of the state to attend the meeting of the N. E. A., to be held at Buffalo, July 7-10.

This meeting will undoubtedly prove one of the largest and most important educational meetings ever held in this country. Fully 15,000 teachers are expected. Addresses will be made by leading educators, and separate meetings will be provided by the different departments of the association. These departments cover a wide range of subjects. Railroads offer a rate of one fare for the round trip (except within one hundred miles of Buffalo.) Ample accommodations are guaranteed at satisfactory rates. Excursion trains will be run to Niagara Falls at least every hour, and excursions will be planned to the Thousand Islands, Chautauqua, the Adirondacks, and other points.

New York headquarters will be at the Hotel “Iroquois,” where all New Yorkers will be welcomed.

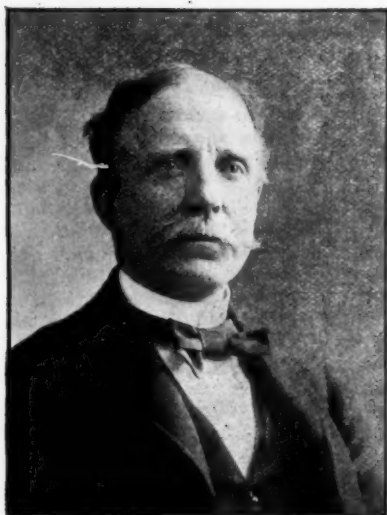
Associate membership certificates will be issued at \$2.00, entitling members to a bound volume of the 1896 proceedings containing all addresses, etc., a button, and silk badge.

It is hoped that state pride will be aroused to the extent of furnishing at least 5,000 members from New York.

For full particulars regarding local accommodations address Albert E. Swift, Buffalo, N. Y.

Membership certificates will be issued by institute conductors, training class inspectors, assistant superintendents under the compulsory education law, school commissioners, city and village superintendents of schools, and by the state superintendent of public instruction at Albany, who will be glad to answer all inquiries.

The 51st annual meeting of the New York State Teachers’ Association will be held in Rochester, Monday evening, July 7, and Tuesday morning, July 8.



DR. THOMAS S. O'BRIEN,  
Recently elected Assistant Superintendent of Schools, New York City.  
(Courtesy of School.)

#### Co-operation of Home and School.

EAST BOSTON, MASS.—At a recent meeting of prominent citizens it was decided to form an East Boston Education Society, somewhat similar to the Brookline Education Society. The motive of the organization is to "promote a broader knowledge of the science of education, a better understanding of the methods now employed, and a closer sympathy and co-operation with the home and the school."

It was also voted to tender a complimentary banquet and reception to the public school teachers some evening in the latter part of May, when the proposed educational society will be formally organized.

#### Correlation of Parsing Reminiscence.

This is how a high school girl in Ohio parsed the sentence, "He kissed me," according to the *Westminster Gazette*: "He," she began, with a fond lingering over the word that brought the crimson to her cheeks, "is a pronoun, third person, singular number, masculine gender, a gentleman, and pretty well fixed; universally considered a good catch! 'Kissed' is a verb, transi-

tive, too much so, regular every evening, indicative mood, indicating affection; first and third persons, plural number, and governed by circumstances. 'Me'—oh, well, everybody knows me!" And she sat down.

#### First Free School in America.

Boston claims the honor of being the home of the first recorded free public school in America supported by general taxation. Mr. E. E. Ridler has located its site by means of an old deed exchanged between two of the very earliest merchants of Boston, on the south side of Cornhill, near Washington street. The school was started voluntarily in town meeting, on April 23, 1635—261 years ago.

#### Experts on Heating and Ventilation.

THE JOURNAL in its "School Board" number for April printed a report of expert heating and ventilating engineers on "Minimum Standard of Ventilation."

It should have been stated that this was the report of a special committee of the American Society of Heating and Ventilating Engineers submitted to that society at its second annual meeting, January 21-23, 1896.

The committee which has been continued for 1896 to make further investigations consists of Mr. H. J. Barron, a well-known steam heating engineer of New York; Mr. William McMannis, the engineer of the New York City board of education, and Professor J. H. Kinealy, of Washington university, St. Louis, Mo.

THE JOURNAL is indebted for this information to Mr. L. H. Hart, the secretary of the society. A full report of the meeting referred to was published in the souvenir issue of *Heating and Ventilation* for February.

PHILADELPHIA.—Many years ago THE JOURNAL proposed that county associations should pay the expenses of members they should elect to attend the state associations. The Teachers' Institute in its annual report for 1895 shows that it sent W. H. Samuel to Denver and allowed him \$104 for his expenses; it gives the report of Mr. Samuel which occupies over 100 pages; there is a great deal of curious information in this bulky report; the writer earned every dollar he received for making the report alone. The Institute gets \$3000 from public funds; of this it lays away considerable, having \$9,000 on hand; it spent about \$500 for books; for lectures \$1200.

The Powers Regulator Company have been awarded the contract for heat regulation in the Lewis institute at Chicago. The Waters system of hot-blast heating will be used, and it is to be installed under the supervision of Mr. T. J. Waters, chief engineer Chicago board of education. The awarding of the regulation contract to the Powers company was based mainly on the excellent work which has been done by their apparatus in Chicago public schools. The Powers Regulator Company manufacture a full line of temperature-controlling apparatus, applicable to all systems of heating.



HIGH SCHOOL BUILDING, LOS ANGELES, CAL.



### Historical Study of Text-Books.

A highly interesting article might be written on the influence of text-books in the advancement of school instruction. It is certainly a fact that the methods of a majority of teachers in this country are in a great measure governed by the books they and their pupils use in the various branches of learning. The history of the publication and introduction of these books would bring many new lines for fruitful investigation. In Germany, the home of pedagogics, many researches of this kind have been made and the results are highly valued by historical students in tracing important educational movements to their true sources and examining the real conditions in the several educational periods. In this country very little has been done as yet to open that field to pedagogic explorers. The only research of this kind known to the editor is one made by Dr. Edward F. Buchner, of Yale university, who has made a careful study of the most popular American text-books published before the end of the first quarter of the present century. A number of interesting notes on these books gathered by Dr. Buchner will soon appear in THE JOURNAL. It is hoped that these valuable data and comments may incite others to similar studies. The first instalment may be looked for in THE JOURNAL for June 6 next.

### The Manager of a Publishing House.

The manager of a great school book publishing house is a personality of considerable influence in educational affairs. He sends out directions to the agents dealing directly with teachers, superintendents, and boards of education furnishing arguments for a proper presentation of the claims of the text-books of his firm. Schools which are worrying along with unpedagogical and antiquated books must be looked up and their teachers and other officers impressed with the necessity of keeping abreast of the times. If branches are not taught which ought to have a place in every modern school course the manager despatches his agents to the field to urge their introduction. Many a school has been brought into line by the efforts of text-book agents who carry the news of new educational movements from town to town and help to push the cause. Of course, the principal aim of these indefatigable workers is to sell their books. But they know full well that they cannot succeed if there is no demand for their wares. Thus if they wish to have books on geometry adopted and that branch is not in the course of study they must first demonstrate the need of introducing it before urging the text-book question.

Poor books or such as have outlived the days of their usefulness will hardly ever find a market. Competition, as is well known, is exceedingly keen. It requires a watchful eye to know at once when to drop one book and push another.

The manager who controls the agency work, therefore, must keep in touch with all parts of the country and must be thoroughly familiar with their varying educational needs and wishes. A book that finds favor in country districts may not be wanted in cities; in the North a book is popular that hardly anyone would want in the South. The manager must also keep close watch of all changes in methods of instruction or go to the bottom. Men who combine all these and the many other qualifications necessary for this most responsible post are very rare.

As an example of what constitutes a successful manager of a great publishing firm we may choose Mr. J. A. Greene, who has recently been promoted to the position of manager of the New York division of the American Book Company, a division embracing the Atlantic States and those west of the Rocky mountains, and including the branch houses of the company at Boston, Atlanta, and Portland (Ore.) Mr. Greene has been engaged in the agency department of the school book business for many years. In assuming the direction of the other departments of the business he will not lay aside the direct and personal control of the agency department, but will, as heretofore, give special attention to the work with which he has been so long identified. He is a graduate of the state normal school at Farmington, Maine, which was then (1876) directed by Prin. Rounds. He taught school successfully for some time. The high school at Farmington, Me., was organized by him and achieved a high rank under his principalship. Later he studied law and was in 1880 admitted to the bar. Soon after beginning the practice of law in Chicago, he was induced to enter in the employ of the great publishing house of Ivison, Blakeman & Company. His thorough grasp of the problems of his new position, his conscientious and energetic labors for the advancement of the interests of the firm, made him a trusted and valued member of the staff, and shortly after the American Book Company was formed he was at once advanced to a most responsible position in the agency department. His recent promotion to the post of manager shows how highly this company values him.

Mr. Greene takes a genuine interest in educational movements and follows new developments with a watchful eye. Energy of body and mind, extensive experience in dealing with school

boards, teachers, and the business world, a clear and safe judgment of men and measures, power of readily analyzing complicated affairs, a pleasing appearance, with gentlemanliness and tact, strong, executive force, skill in organizing—all these are qualities essential to success in an office upon which the financial prosperity of a publishing house depends, seem to be unusually combined in the new manager of the American Book Company.

### Publishing World.

Milton Bradley Co. have removed their New York office to 11 East 11th street, next to the Werner Co. They also have Baker & Taylor Co. for neighbors. In the new place they have a larger floor and more commodious rooms in which to transact their increasing business. Mr. Christ, the genial and popular manager, invites old patrons and others to call. Milton Bradley Co. will establish a branch at Atlanta next fall.

The Franklin Publishing Company are about to remove to the Educational Building, 61 East 9th street, where they will occupy an entire floor and hence have better facilities for carrying on their growing business. They furnish charts and other useful material for schools. Mr. Harrower, formerly of the American Book Co., is the manager.

C. T. Dillingham & Co. have recently been bought up by Baker & Taylor, Co., the purchase including the stock in trade, all accounts for goods sold, and the good-will of the late firm. Mr. Dillingham's plans are uncertain, but will probably include a connection with the publishing business of some sort or other.

C. F. Weber & Co. have purchased the good will of the school apparatus and supply department of A. H. Andrews & Co., of Chicago. Thomas Costello, manager of the Andrews school apparatus department, will continue in charge under C. F. Weber & Co.

Potter & Putnam have issued a new system of Vertical Penmanship. These books are remarkable for the beauty and strength of lines, and the grading through the six numbers for grammar and primary schools is perfect. The paper used is extra heavy and fine; the series is complete and is intended for a full primary, grammar, and supplementary course. A unique feature of the series is found in the first book. In this number is found the same non-essentials much enlarged for form study. Two lines of tracing are given on each page of this book. The copy is repeated in the middle of the page so that the pupil can mark his improvement. No. 2 drills the semi-extended and loop letters, and the first group of capitals. No. 3 gives special drill on capitals, and reviews all the letters both large and small. No. 4, gives names of eminent persons in history, titles, etc. No. 5, alphabetical list of sentences giving geographical facts. No. 6, full-lined sentences giving interesting historical facts. No. 7, giving poetic quotations. No. 8, business forms. No. 9, business forms and correspondence for ladies' hand. No. 10, social forms and correspondence. Those considering the vertical system of writing will do well to correspond with the publishers in regard to their series.

In Longmans' College Histories of Art are included *A Text-Book of the History of Painting*, by Prof. Dyke; *A History of Architecture*, by Prof. A. D. F. Hamlin, of Columbia college; and *A History of Sculpture*, by Profs. Marquand and Frothingham, of Princeton.

The American Book Co., have followed up the vertical edition of their shorter course of *Spencerian Penmanship* with a similar treatment of the common school course. The set comprises six books.

Macmillan & Co. announce a *Dictionary of Philosophy and Psychology*, edited by J. Mark Baldwin (it will be up to date in the definitions and explanations of all modern terms now in use in those sciences); in the Columbia college contributions to philosophy, psychology, and education, *Hegel as an Educator*, by L. Luqueer, and *Hegel's Doctrine of the Will in its Application to the Institutional Life of the Race*, by John A. MacVannel; *Ratzel's History of Mankind*, translated from the second German edition (three volumes with maps, colored plates, and many other illustrations).

Robert Littell, the publisher of *Littell's Living Age*, died April 7 at his home in Brookline, Mass., aged sixty-four. He was the son of Eliakim Littell, the founder of *Littell's Living Age*, and assumed the publication of the magazine when his father died twenty-five years ago.

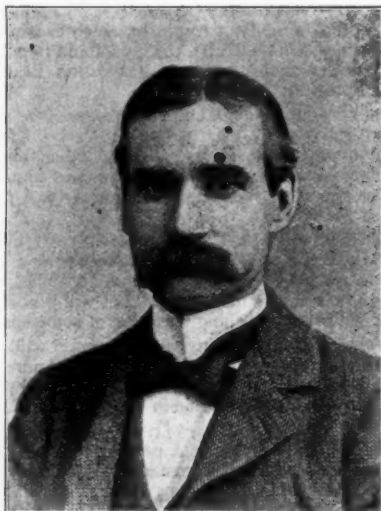
William Matthews, for years at the head of the bookbindery of D. Appleton & Co., died in Brooklyn, N. Y., on April 15. He was a native of Aberdeen, in Scotland, and came to America in 1843, carrying on a bookbinding business of his own for several years. From 1854 to 1890 he was associated with D. Appleton & Co., and attained an international reputation as a master of his craft.

**A Good Man** with some money can buy an interest in an established and growing publishing and school supply house. Money wanted to increase capital. For further information address PUBLISHER, this office, within thirty days.

### Queen & Co. Reorganized.

THE FIRM AGAIN ENTERS ON A PROSPEROUS CAREER.

In August, 1894, misfortune overtook the firm of J. W. Queen & Co., of Philadelphia, and the business had to be placed in the hands of a receiver. To-day through the forbearance of the creditors and the good management of the receiver, Mr. J. G. Gray, this old and honored firm is enabled once more to start on a career of prosperity.



JOHN G. GRAY.  
President, Queen & Co., Philadelphia Pa.

This happy outcome of the firm's difficulties was duly celebrated at a meeting at the manufacturers' club, April 16. The meeting was called to order by A. G. Elliott, who briefly told its purpose and made the presentation of a set of the Encyclopedia Britannica to Mr. Gray, who responded in an eloquent address. He thanked them all for their patience in the past, and assured them that but for their forbearance such a result as they were celebrating could never have been achieved. He said that when the troubles overtook the firm the assets were twice the liabilities, which were placed at \$184,000. But the appraisers of the court, who reckoned on what the goods would bring at a forced sale, set their value at one-half the assets. In the face of these difficulties the debts were paid and the receivership will soon end and the firm of Queen & Co. will receive nearly \$200,000 in assets and a business constantly growing.

Mr. W. H. Rhawn, chairman of the committee of creditors, spoke of the circumstances surrounding the assignment and the faith the committee had in Mr. Gray, which led them to decide to allow the company to continue business, a decision that had proven to have been wise. "We could have sold the assets," he



SAMUEL L. FOX.  
Vice-President, Queen & Co., Philadelphia, Pa.

said, "for enough to have paid the debts, but that would have wiped Queen & Co. out, and all Philadelphians would feel aggrieved at such a result." Professor E. J. Houston made a short talk and told of the benefit such a concern as Queen & Co. is to the public at large and to the scientific world in particular.

The house of Queen & Co. was established in 1853 by James

W. Queen, who had previously been a member of the firm of McAllister & Co., that firm then consisting of Mr. McAllister, Mr. Dick, and Mr. Queen. Mr. Queen being an omnivorous reader of scientific literature, had made the original firm a scientific center, and on establishing the new house he naturally carried with him the scientific connections which he had formed. He was known to all the scientific men of his day, and they delighted to visit his establishment. Mr. Queen instituted the greatly reduced weight in spectacles, as they are now made. He imported the first forms for grinding spectacle glasses that were used in the United States. He made the first kaleidoscope, the first magic lantern, stereopticon, microscope, and platina points for lightning rods.

A few years after establishing himself in business at 924 Chestnut street Mr. Queen's health failed, but he did not seek the aid of a partner until the year 1858, when he invited Mr. Samuel L. Fox, then 24 years of age, to join him as an equal partner. Mr. Fox is the son of the late Surveyor and City Engineer Joseph Fox, who laid out many of the streets of Philadelphia. The firm's name then became James W. Queen & Co. The store was at 924 Chestnut street, and one room was eighteen feet wide and forty feet deep, the present store of Queen & Co. being twenty-four feet wide and two hundred and thirty-five feet deep and four stories high.

In 1870 Mr. Queen retired from business, selling his interest to Mr. Fox, who continued the firm name of James W. Queen & Co. until the year 1893, when the stock corporation of Queen & Co. was formed. The assignment which the company was obliged to make in 1894 was due to the expansions, made in good judgment by it, in the manufacturing and store plants in 1892, to meet the increasing demand for scientific instruments and to the awful business depression which took place in 1893 over the whole world. The appraised assets of the company at the time of the assignment were about \$,00,000 and the obligations nearly \$180,000.

John G. Gray, the assignee of the company, has so wisely and energetically managed the affairs of the company in the past twenty months that its debts are now paid in full, with interest, and the assignee has turned over to the company its business, with but little change in all its arrangements as they existed prior to the assignment.

Mr. Gray has been connected with James W. Queen & Co. and Queen & Co. since 1882. In the reorganization of the offices of the company Mr. Gray assumes the presidency.

### Some Changes in the Management of the American Book Company.

Mr. Harry T. Ambrose, who has been treasurer of the company since its formation, has just been elected to the office of president, succeeding Mr. David B. Iverson. It is understood that Mr. Ambrose will be the active responsible head of the business in all its departments. His long experience in the firm of Van Antwerp, Bragg & Company, and as treasurer and manager of the New York division of the American Book Company, has fully qualified him for his new position.

Mr. Charles P. Batt, who has heretofore acted as assistant treasurer, now succeeds Mr. Ambrose as treasurer of the company. The promotion of Mr. J. A. Greene, who has been superintendent of the agency department of the New York division of the business, to the position of manager of the New York division, has already been referred to in another column.

The numerous friends of Mr. A. R. Thompson were shocked last Monday by the news of his sudden death. Mr. Thompson was for many years connected in business with his brother, J. Walter Thompson and had endeared himself with all having business relations with him, by his universal courtesy and Christian qualities of character. It will be a long time ere his cheerful, pleasant face and hearty handshake will be forgotten.

There are few men in this metropolis who have made such a deep impression of thorough manliness. It was a pleasure to meet him in business relations; he had learned to consider those whom he met as fellow travelers in Life's road. It is one of the mysteries that the one so universally beloved should be snatched away from us. We tender our sincere sympathy to his sorrowing relatives.

### Comfort in Travel

is realized in the highest degree on the famous fast trains of the Michigan Central, "The Niagara Falls Route," between Buffalo and Chicago in connection with through trains from the east. Passengers are granted the privilege of stopping off en route at Niagara Falls, or if time will not permit, can obtain from the car windows, or the platform at Falls View the grandest and most comprehensive view of the great cataract. All day trains stop five or ten minutes. For full information inquire of local ticket agents, or address W. H. Underwood, Eastern Passenger Agent, Buffalo, N. Y.



### SCHOOLS AND COLLEGES.

**ABBREVIATIONS.**—When a firm has several branches always address the nearest branch. Mention the **SCHOOL JOURNAL** when writing.

**B. Allyn & Bacon, Boston.** | **Harper, Harper & Bros., New York** | **Prang, Prang Edu. Co., Boston, New York, and**

Prang, Prang Edu. Co., Boston, New York, and Chicago.  
C. S. Co., Christopher Sower Co., Phila., Pa.  
S. F. & Co., Scott, Foresman & Co., Chicago.  
Cribbner, Chas. Cribbner's Sons, New York.  
& Co., Sheldon & Co., New York.  
Burdett & Co., Boston, New York, and Chicago.  
Syr. Pub. Co., Syndicate Pub. Co., Phila.  
T. B. & Co., Thompson Brown & Co., Boston.  
U. P. o., University Publishing Co., New York, Boston, and New Orleans.  
W. B. & Co., Warner School Book Co., Chicago, New York, and London.  
W. & R., Williams & Rogers, Rochester, N. Y.  
Wiley, Jno. Wiley's Sons, New York.

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### Teachers Are Asked to Pay.

Just as THE JOURNAL is going to press information is received that the public school teachers at Buffalo have been asked to contribute \$5 each to the entertainment fund of the local committee of the N. E. A. This should not have been done. The salaries they are paid are comparatively low, and \$5 means a great deal to many a Buffalo teacher. Besides they will have to entertain friends this summer and that also involves extra expense. Adding to this that the greater number will join the N. E. A. and pay their \$2 membership fee, the unfairness of the \$5 assessment—for it practically amounts to that—will at once be seen. The convention in July will bring from \$300,000 to \$500,000 to Buffalo and the attractions of that beautiful city will be advertised more effectively than ever before. Why does not the local committee make the most of this argument and get the city to appropriate say ten thousand dollars or more? The common council has in the past given many thousands of dollars to boat races on Independence day, processions, lodge and grand army and political conventions and other affairs. Are they not sufficiently impressed with the importance of the N. E. A.? The board of

trade and other associations of bankers, manufacturers, and merchants, the street car companies, etc., are the ones to come forward with liberal subscriptions; they derive great financial benefits from the meeting, the teachers none. Buffalo seems to have a great deal to learn from Toronto. The liberality of her Canadian neighbor will afford a forcible argument in waking up the people of the Queen City of the Lakes. If it were known that the difficulty in raising funds would be so great that the teachers had to be called upon to raise a \$1,000 subscription, Buffalo should not have invited the N. E. A. Nor would her invitation have been accepted if that had been suspected.

### One Dollar for Examination.

MILWAUKEE, WIS.—The legislature of 1895 passed an act which required applicants for teachers' certificates in the state to pay an examination fee of \$1.00, the money to go to the fund for teachers' institutes. It has been found that since the law went into operation the attendance at the examinations has fallen off considerably, the rule having the effect of keeping away those pupils of high schools who took the examination to get "a standing" in their studies. The teachers of the state generally are in-

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clined to regard the law favorably, as they believe that the lessening of the number of teachers is likely to raise salaries.

#### Longmans' New Copy Books for Rapid Writing.

Messrs. Longmans, Green & Co., of 93 Fifth avenue, have published a new series of copy books entitled Longman's New Copy Books for Rapid Writing. The system is not exactly vertical but is almost so, and may well be included in this article. The following are the special features of this system:

FIRST.—Every possible aid is given in the early parts of the books for the lower grades, including middle line for joinings, lines for length of letters, double ruling for small hand, tracings, dividing lines, etc. All these are *gradually* withdrawn.

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#### Educational Progress in the South.

Supt. Hogg, of Fort Worth, Texas, estimates that while the South has gained 54 per cent. in population during the last twenty years, the increase in enrollment of school attendance is 130 per cent. School property has increased in value from \$16,000,000 to \$51,000,000. Of the \$320,000,000 expended for education during the last eighteen years, one-fourth has been for the colored population. Florida leads the van in this work, having an enrollment of 66 per 100 of her population as compared with 61 in other Southern states.

#### Notes from School Reports.

SOMERVILLE, MASS.—Twenty-third Annual Report of the School Committee. The most important educational event during the year was the separation of the high school into two divisions, known as the English high school and Latin high school. The English high school moved into a fine new building in September, 1895. The public library is aiding the teachers in furnishing good reading matter to the pupils. Teachers are allowed to take almost an unlimited number of books for school-room use, and books are to be de- by the librarian each week to all the large buildings. The teachers are preparing a catalogue of suitable books, and other plans are on foot for placing the library more closely in touch with the schools.

STATE OF CONNECTICUT.—The annual report of the state board of education. There is a large increase in attendance, which is due to the compelling agents appointed by the state board. There are 1,632 school-houses which were open an average of 183 days each. The expenditure for the schools was \$2,585,000, or a daily expense of 14 6-10 cents for each pupil \$5,820 was expended on school libraries, the number receiving additions being 349.

RICHMOND COUNTY AND CITY OF AUGUSTA, GEORGIA.—Twenty-third annual report of the public schools. The country schools of Richmond county are under the same organization as the city schools. The teachers of the country schools are subject to the same examinations as the city teachers, and receive the same supervision and instruction. As a result the country schools are as good as the city schools, and they are in session for nine months. There are two normal classes for the instruction of teachers, one for white and one for colored teachers.

#### Literary Notes.

A. E. Winship's book on *Horace Mann, the Educator* (New England Publishing Co.), gives just what many will want, a concise account of the work of that great reformer.

J. Selwin Tait & Sons announce as in press *The Wind's Will; a College Story*, giving a true picture of American college life.

Charles Scribner's Sons issue the poems of Robert Louis Stevenson, which contain the verses in the "Ballads," "Underwoods" and "The Child's Garden," and more than forty poems in addition, that were written after the publication of those volumes.

*Selections from the Poems of Keats*, edited by Prof. Arlo Bates, has been issued by Ginn & Co. This edition has notes that explain all the obscure passages and the mythological allusions, and point out the literary beauty and imaginative value of the lines.

Wm. R. Jenkins has just ready in the *Romans Choisis* series, *Pêcheur d'Islande*, by Perre Loti, arranged with explanatory notes by Dr. Fontaine, of Washington, Oregon.

W. B. Clive announces a number of valuable text books among which are the following: The first volume of an *Intermediate Text-Book of English Literature*; a new *Logic*, by Prof. J. Welton; *The Tutorial Algebra*; *The Tutorial Chemistry*, in two volumes; a book on *Inorganic Chemistry*, by John Don, and another on *Sound, Light, and Heat*, by the same author.

Ginn & Co. have added to their valuable series of Classics for Children *Hatim Tai*, the Mohammedan classic, edited by Wm. R. Alger, and *Jean Valjean*, from Victor Hugo, edited by Sara E. Wiltse. *Hatim Tai* has for children all the fascinating qualities of the "Arabian Nights." No more striking character appears in fiction than Jean Valjean, and a study of his character and his trials has attractions for children as well as adults.

F. Tennyson Neely's announcements include a book from Max Nordau, entitled *How Women Love*. The author presents, in the guise of a romance, his views on the subject.

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**Buffaloes Need Protection.**

Unless Congress takes some action the buffaloes in the Yellowstone national park are likely to be all destroyed. The small herd in and around the park are all that are left of the magnificent droves that used to roam over the Western plains. There is a law against killing them in the park, but some of them wander out into Montana and Idaho, where they are likely to fall a prey to the hunters. Idaho has a law protecting buffaloes, but it is not very rigidly enforced. The officials, however, seem to be in favor of more rigid regulations. Strangely enough, Montana has no law for the protection of the buffaloes. It is proposed to increase the national police in the park.

**Haiti Loses Its President.**

The death of Gen. Hippolyte, president of Haiti, took place recently. He was elected president of the republic in 1890, heading the insurrection that overthrew Legitime, whom he succeeded. Legitime fled to Jamaica, and has been industriously at work since stirring up revolutions, all of which Hippolyte succeeded in suppressing.

**Quebec's Favorite Policy.**

A convention of the boards of trade of the province of Quebec, held at Montreal, April 13, to discuss questions to come up at the meeting in London of the chamber of commerce of the empire, adopted resolutions favoring preferential trade between Great Britain and her colonies, and condemning an imperial federation, or a Zollverein, and declaring for the creation of a tribunal of arbitration.

**Niagara's Roar Will be Heard in New York City.**

Power from the great dynamos of the Niagara Power Company will be transmitted into New York city on May 5 through one of the heaviest cables of the Western Union Telegraph Com-



GEN. HIPPOLYTE.

pany 462 miles long. The greatest distance that power has hitherto been transmitted is 110 miles, in Europe. This new circuit will be the first practical test of Nicola Tesla's new system, by which, it is asserted, the electric force may be conveyed almost any distance. Gov. Morton has been invited to press the button at the National Electric Exposition that will summon to the city this marvelous power. The noise of Niagara will be transmitted to New York by telephone at the same time.

**Gen. Fitzhugh Lee to go to Cuba.**

President Cleveland recently nominated Gen. Fitzhugh Lee, of Virginia, to succeed Mr. Williams as consul general to Cuba. He was one of the principal officers of his celebrated uncle, Robert E. Lee, and commanded the Confederate cavalry during the last Virginia campaigns. Personally, Fitzhugh Lee is very popular, and besides, the name of Lee is one that commands respect throughout the country. Being a soldier of experience and ability, Gen. Lee will be able to keep President Cleveland informed of the military situation in Cuba. The president has, therefore, managed to accomplish his purpose without the appointment of an investigating commission, which would have angered Spain and might have led to serious consequences.



GEN. FITZHUGH LEE.

**Speaking for the Nicaragua Canal.**

Capt. H. D. Taylor, formerly of the Nicaragua Canal Co., spoke before a Congressional committee recently in favor of the Nicaragua canal. He says that it is possible to expend \$130,000,000, but that an economical administration should not expend

(CONTINUED ON PAGE 535.)

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## New Books for Schools and Colleges.

This list is limited to the books that have been published during the preceding month. The publishers of these books will send descriptive circulars free on request, or any book prepaid at prices named. Special attention is given to all such requests which mention THE SCHOOL JOURNAL. For Pedagogical Books, Teachers' Aids, School Library, and other publications, see other numbers of THE JOURNAL.

AUTHOR.	TITLE	Pp.	BINDING.	PRICE.	PUBLISHER.
Baskerville, Wm., & Sewell, J. W.	An English Grammar	349	Cloth	\$ .90	American Book Co.
Bates, Arlo. (Ed.)	Poems by John Keats	302	"	1.10	Ginn & Co.
Beeton, Florence.	English Grammar		"	.50	J. B. Lippincott Co.
Burt, Mary F.	Little Nature Studies	114	Boards	.30	Ginn & Co.
Chauvenet, W.	Plane Geometry		Cloth	.75	J. B. Lippincott Co.
Cole, E. P. (Ed.)	Livius Patavinus, Titus	209	"	.40	Macmillan & Co.
Cole, Grenville Arthur Jones.	Open Air Studies		"	3.00	" " " " importers
Coleridge, S. T.	Rime of the Ancient Mariner	96	Paper	.15	Houghton, Mifflin & Co.
De Quincy, Thos.	Revolt of the Tartars	41	Boards	.30	American Book Co.
Drinkwater, W. H.	Longmans' Word Building & Spelling Book	124	Cloth	.50	Longmans, Green & Co.
Eaton, Seymour	Key to Business Forms Customs	39	"	.50	American Book Co.
Gallatly, W.	Mechanics for Beginners	253	"	.60	Macmillan & Co.
Ginn, Edwin	Epictetus	240	Boards & Cl.	.50 & .60	Ginn & Co.
Hall, Lyman	The Elements of Algebra	388	Cloth	1.00	American Book Co.
Hibben, J. Grier	Inductive Logic	345	"	1.50	Chas. Scribner's Sons.
Hugo, Victor	Quatre vingt-Treize	325	"	1.10	Ginn & Co.
Jerram, C. S. (Ed.)	Euripides, Ion.	127	"	.90	Macmillan & Co.
Kenyon, T. G. (Ed.)	The Brownings for the Young	215	"	.40	" " "
Lane, Arnold	Text-book of Comparative Anatomy. Part II.	618	"	5.50	" " "
Macnie, John	Elements of Plane Geometry	227	"	.75	American Book Co.
Maire, Jeanne	La Tache du Petit Pierre	140	Boards	.35	" " "
Metcalf, Robert C. & Bright Orville T.	Elementary English	199	Cloth	.40	" " "
Morse, Edw. (Ed.)	White's Natural History of Seaborne	251	"	.50 & .60	Ginn & Co.
Ovid	Naso Publius, Metamorphoses	96	"	.60	Macmillan & Co.
Peterman, Alex. L.	Elements of Civil Government	268	"	.60	American Book Co.
Peirce, Thos. May	Manual of Language Lessons	274	"	.80	Thomas May Peirce.
Ritchie, Frank	Easy Continuous Latin Prose	290	"	.80	Longmans, Green & Co.
Robinson.	New Higher Arithmetic	506	"	1.00	American Book Co.
Sexton, A. Humbolt	An Elementary Text-book of Metallurgy		"	2.50	J. B. Lippincott Co.
Sumichrast F. C. de (Ed.)	Victor Hugo's Les Miserables	325	"	1.10	Ginn & Co.
Tarr, Ralph B.	Elementary Physical Geography	448	"	1.40	Macmillan & Co.
Wentworth, G. A.	Syllabus of Geometry	50	Paper		Ginn & Co.

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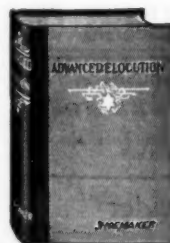
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[CONTINUED FROM PAGE 534.]

more than \$85,000,000 in building the canal. The estimate of the company is \$65,000,000, while some experts maintain that it may be profitably constructed at a depth of twenty-seven feet for \$50,000,000. He said the tonnage would insure a profit to the canal from the first. The fear that Great Britain would seize the canal was treated disdainfully by him. He said that Great Britain could not seize anything, that this republic had an interest in.

#### The American Volunteers.

God's American Volunteers, the new organization founded by Mr. and Mrs. Ballington Booth, as a result of the recent trouble in the Salvation Army, will not antagonize the old organization.



THE VOLUNTEERS' BANNER.

The middle and artisan classes will be aimed at by this new religious army. The Volunteers have headquarters in the Bible House, New York city.

#### An Ancient Manuscript Gospel Found.

An ancient and beautiful manuscript of the Gospel, dating back to the sixth century, was recently found in Asia Minor. It is written on the finest and thinnest vellum, which is dyed purple. The letters are silver, except the abbreviations and sacred names, which are in gold. This precious manuscript has been secured by Russia.

#### How Big Debts Are Now Paid.

In the bank of England recently China paid Japan an indemnity of \$24,500,000 in gold. The coin would have loaded thirty-five wagons with a ton each, but the handling of one piece of

paper sufficed to transfer the money from China's account to the credit of Japan.

#### A Brilliant Journalist.

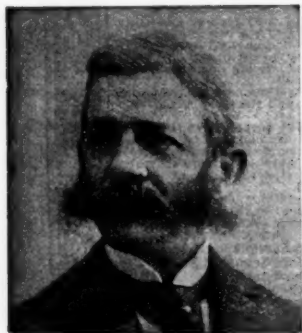


COL. JOHN A. COCKERILL.

John A. Cockerill, one of the best known of American journalists, died suddenly in Cairo, Egypt, April 10, of apoplexy. He was born in Dayton, Ohio, in 1845. When the war opened he was too young to enlist in the ranks, but he entered the service as a drummer boy, and made a creditable record. His first experience in the newspaper business was as typesetter in a primitive office in Dayton. From here it was an easy step to reporting. So successful was he that in a few years he was managing editor of the Cincinnati *Enquirer*. During the Russo-Turkish war he was war correspondent for that paper. Later he made a brilliant record in New York city. At the time of his death Col. Cockerill was correspondent for the New York *Herald*. Many will remember his graphic letters in that paper from Japan and Corea.

#### An Ice Field One Hundred Miles Long.

The steamship *Augusta Victoria* arrived recently at New York from Hamburg. Her officers report that on April 15 when about 1200 miles east of Sandy Hook they encountered an ice floe which stretched westward for a hundred miles. For six hours the steamship skirted the southern edge of this great ice field. It was dotted with bergs that resembled in form every sort of architecture known. Some two miles to the north and surrounded by a great field of ice was seen an immense berg, fashioned like a gigantic cathedral. One immense spire, covered with a fretwork of icicles, rose from the center of the structure to a height of fully 300 feet, while numberless smaller spires clustered around the central shaft. Other large bergs looked like solid business blocks with square tops and precipitous sides. The temperature fell fully twenty five degrees, and the passengers on deck wore their warmest wraps, but still shivered in the cold, in spite of the bright sun.



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## Books.

Architecture is a subject of such vast extent that no single volume of ordinary size can contain a complete history of it. However the volume of 441 pages by A. D. F. Hamlin, A. M., adjunct-professor of architecture in the school of mines, Columbia college, will give an idea of the main features of this most useful and interesting art. The purpose of the book has been "to sketch the various periods and styles of architecture with the broadest possible strokes, and to mention with such brief characterization as seemed permissible or necessary, the most important works of each period or style. Extreme condensation in presenting the leading facts of architectural history has been necessary, and much that would claim a place in a larger work has been omitted." After a brief consideration of primitive and prehistoric architecture, the book treats of Egyptian, Chaldean, Assyrian, Persian, Lycian, Jewish, Greek, Roman, and Early Christian architecture; Arabian, Moorsque, Persian, Indian, and Turkish architecture; early medieval architecture in Italy, France, Germany, Great Britain, and Spain; Gothic architecture and its modifications in France, Great Britain, Germany, Netherlands, and Italy; the Renaissance in Italy, France, Great Britain, Netherlands, Germany, Spain, and Portugal; classic revivals, recent architecture in Europe, architecture in the United States, and architecture in India, China, and Japan. The book has 230 illustrations, a number of them from drawings made by the author, or under his direction, others being half-tone reproductions prepared specially for this work from photographs in his possession. It is intended for general reading or for use as a text-book by college students. (Longmans, Green & Co., New York. \$2.00.)

*Manual of Physics*, by William Peddie, D. Sc., F. R. S. E., published by G. P. Putnam's Sons, New York. This is the second edition of this book, revised and enlarged, being an introduction to the study of physical science. It is designed for the use of university students, advanced classes in secondary schools, and adapted to the wants of junior students. For this reason, the author has taken special pains in making the treatment of the mathematical portions of the text as simple as possible. To quote the author's own words on the subject: "I have entirely rewritten the mathematical portions, and have used none but those elementary methods which may be readily followed by any intelligent schoolboy. The great objection to the use of the simpler methods is the special nature of the proofs which are used in different cases. I have endeavored to avoid the want of unity which is apt to result from this. These changes have been

introduced with the view of making the book appeal, on the whole, to a wider class of readers." Chapters are devoted to an account of the physical universe, the methods of physical science, motion, properties of matter, properties of liquids, light, sound, heat, electricity, and magnetism. This is a book that will prove of the utmost value to teacher and student alike, affording much help and valuable suggestions. It is a book that should be in every college library, and on the table of every student of physics.

MARY PROCTOR.

*An Elementary Treatise on Rigid Dynamics*. By W. J. Loudon, B. A. Published by Macmillan & Co. W. J. Loudon is demonstrator in physics in the University of Toronto, and he has written this book as a text-book for those who have already mastered the elements of the calculus, and acquired some familiarity with the methods of particle dynamics, and who wish to become acquainted with the principles underlying the equations of motion of a solid body. The arrangement of the work, method of treatment, and more particularly, the illustrations, are new and original. They will prove of valuable assistance to beginners, in showing the road along which they must travel in order that they may become acquainted with those higher complex motions of a material system, having their culminating point in the region of physical astronomy. An interesting chapter in the book is devoted to an account of the gyroscope, and experiments with it to prove the rotation of the earth upon its axis. A brief description is given of Hopkins' electrical gyroscope, Fussell's gyroscope, and the gyroscope of Gustav Magnus. The latter part of the book contains a number of very graduated miscellaneous examples in rigid dynamics.

MARY PROCTOR.

Lyman Hall's *Elements of Algebra* employs the inductive method whenever practicable and gives so many problems that the student becomes familiar with the subject very easily and rapidly. The work is intended for beginners who have mastered the principles of any good common school arithmetic and the arithmetical plan is pressed until the student sees that algebra is only an advanced stage of that branch of mathematics. Numerous review examples and questions are given throughout the book, which not only clinch the knowledge the pupil has already gained, but prepare him for what is to follow. The student who has mastered this book will be prepared for the higher treatises employed in the leading colleges and universities. (American Book Co., New York. \$1.00.)

Most teachers now recognize the fact that economy of time and much better results are secured by correlating the subjects. Language work presents the opportunity of teaching geography, history, natural history, and other subjects at the same time. The *Elementary English*, by Supervisor Robert C. Metcalf, of

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*Peirce's Manual of Language Lessons* is not a large book, yet it contains a large amount of matter that will assist in school-room work. It skilfully combines grammar and language work. There are plenty of exercises whose object is to improve the pupil's skill in the use of the language, including the correction of sentences, missing word exercises, and the use of synonyms. The main principles of punctuation are taught, also correspondence, spelling, and etymology. The exercise for testing the pronunciation contains a large number of words that are commonly mispronounced. (Thomas May Peirce, 917 Chestnut street, Philadelphia.)

Three small books for school use, but also interesting to all having a moderate knowledge of the German language, have just appeared. (Holt & Co.) First, "*An der Majorsecke*," by Ernest Wichert, a one-act comedy, which is witty throughout. The notes are made by Charles Harris, of the Western university, Cleveland, Ohio. Second, two novels by Ischokke, "*Das Abenteuer der Neujahrsnacht*" and "*Der zerbrochene Krug*," with notes, by Albert Faust, Ph. D., of Johns Hopkins university. These stories rank among the best written (although not the ideal of classic writing) in German literature, and are immensely popular. Third, "*L'Arrabiata*," one of the most charming novelettes in the German language. It was written by Paul Heyse when only twenty-four, and marks the transition of this author for his Romanticism to artistic Realism. The story fills only thirty-three pages; it is very fascinating. The book which is furnished with explanatory notes and a special dictionary by Miss Mary A. Frost, of Smith college, can be read easily, and would make a pleasant companion on a voyage. A good picture of Sorrento (Italy) and a table of strong verbs are also added.

J. SULZBACHÉ.

*The Elements of Physics*, A College Text-book, by Edward L. Nichols and William S. Franklin, is a recent publication of Macmillan & Co. This book is intended as a supplementary course of reading on physics, by students attending a course of carefully arranged and fully illustrated lectures. It is taken for granted that the student has already acquired a knowledge of the elements of calculus, the natural language of physics, nevertheless the various proofs and the demonstrations have been given the simplest possible form. In chapter II. of volume I., the concepts of directed and distributed quantity are briefly treated, and chapter III., contains an account of the laws of motion, the measurement of force, universal gravitation, and the experimental study of the laws of falling bodies. Other chapters in the first part of the book relate to harmonic motions, statics, conservation of energy, the moment of inertia, the pendulum, elasticity, friction of solids, hydromechanics, and chemical physics. The second part of the book relates to heat, and there are chapters on thermometry, calorimetry, the properties of gases, and thermodynamics. The authors of this book, have thought it best to face squarely the difficulties of the subject, and they may say with Tait: "He who expects to find this work, elementary as it is, everywhere easy reading, will be deservedly disappointed. No branch of science is free from real and great difficulties even in its elements. Anyone who thinks otherwise has either not read at all, or has confined his reading to *pseudo science*."

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Eldredge Bros.,	"	Peckham, Little & Co.,	"	<b>Minerals</b>		Young-Fulton, Mrs. M. M.,	"
Lippincott Co., J. B.,	"	Potter & Putnam,	"	English Co.,	New York City	Interstate Teachers' Agency,	"
McKay, Donald,	"	Schermerhorn & Co.,	"	Simmons, E. E.,	"	Saginaw, Mich.	
Potter & Co. Jno. E.,	"	Wilson, J. B.,	"	Ward's Nat. Sci. Co.,	Rochester, N. Y.	Syracuse, N. Y.	
Sower Co., Christopher,	"	Greenwood School Supply Co.,	Youngstown, O.	Howell, E. E.,	Washington, D. C.	Memphis, Tenn.	
Johnson, B. F. Co.,	Richmond, Va.	Sch. & Off. Sup. Co.,	Gd. Rapids, Mich.	<b>Maps (Relief and Wall),</b>		Educational Ex. Providence, R. I.	
Williams & Rogers, Robt.,	N. Y.	<b>Blackboards, Crayons, and Erasers.</b>		Globes, etc.	"	Central Ed. Bureau, Phila. Pa.	
Practical Text-Book Co.,	Cleveland,	Bell, J. E.,	Boston	Hammett Co., J. L.,	Boston	Parker, C. J.,	Raleigh, N. C.
Milton Bradley Co.,	Springfield, Mass.	Hammett Co., J. L.,	Chicago	Central Sch. Supply Co.,	Chicago	<b>Typewriters.</b>	
<b>Music Publishers.</b>		U. S. School Furniture Co.,	"	Consolidated Lehigh Slate Co.,	N. Y.	Am. Writing Mach. Co.,	N. Y.
Ditson, Oliver & Co.,	Boston, N. Y.	Crown Slate Co.,	"	Hobbie, A. D.,	"	Wyckoff, Seamans & Benedict,	"
Novello, Ewer & Co.,	New York	Silicate Slate Co.,	"	Franklin Mfg Co.,	Rochester, N. Y.	Densmore Typewriter Co.,	"
John Church Co.,	Cincinnati, New York, Chicago	Slatington-Bangor Slate Co.,	Slatington, Pa.	Slatington-Bangor Slate Co.,	Slatington, Pa.	Hammond Typewriter Co.,	"
<b>School Furniture</b>		Hyatt Slate Co.,	Bethlehem, Pa.	Am. Soapstone Finish Co.,	"	Yost Typewriter Co.,	"
Allen, Chas.,	Boston	Am. Soapstone Finish Co.,	"	Chester Depot, Vt.,	"	Typewriter Exchange,	"
Bobrick Sch. Furniture Co.,	"	American Mfg. Co.,	Jamestown, N. Y.	U. S. Crayon Co.,	Toledo, O.	Smith Premier Co.,	Syracuse, N. Y.
Chandler Adjustable Desk Co.,	"	Acme Sch. Sup. Co.,	Chicago	Standard Sch. Fur. Co.,	"	<b>Heating &amp; Ventilating</b>	
Perry, Geo. E.,	Chicago	Londerson, W. H. & Co.,	"	Manhattan Sch. Fur. Co.,	N. Y. City	Am. Boiler Co.,	Boston
Kane & Co., Thos.,	"	American Slate B. B. Co.,	Phila.	Buffalo Sch. Fur. Co.,	"	Boston Blower Co.,	"
Rowles, E. W. A.,	"	<b>Book Covers</b>		Clavel'd Sch. Fur. Co.,	Cleveland, O.	Exeter Machine Works,	"
Sherwood & Co.,	"	Harison, W. Bev.,	New York City	Favorite Desk Seat Co.,	"	Gurney Heater Mfg. Co.,	"
U. S. School Furniture Co.,	"	Holden Book Cover Co.,	Springfield, Mass.	Ohio Hake Co.,	Dayton, O.	Ideal Boiler Co.,	"
Andrews Sch. Fur. Co.,	N. Y. City	<b>Charts</b>		G.R. Seating Co.,	Grand Rapids, Mich.	Magee Furnace Co.,	"
Galpin, R. H.,	"	Boston School Supply Co.,	Boston	Man. Sch. Fur. Co.,	Manitowoc, Wis.	Smith & Anthony Co.,	"
Manhattan Sch. Fur. Co.,	"	Hammett Co., J. L.,	Chicago	Marshall Sch. Fur. Co.,	Marshall Mich.	Sturtevant Co., B. F.,	"
Randolph McNutt,	Buffalo, N. Y.	Silver, Burdett & Co.,	Chicago	Stafford, E. H. Co.,	Muskegon, Mich.	Paisey, J. F.,	"
Buffalo Sch. Fur. Co.,	"	Central Sch. Supply Co.,	Chicago	Globe Sch. Fur. Co.,	Northville, Mich.	Buffalo Forge Co.,	Buffalo, N. Y.
Clavel'd Sch. Fur. Co.,	Cleveland, O.	Educational Aid Association,	"	Piqua Sch. Furniture Co.,	Piqua, O.	McLain Co., J. H.,	Canton, O.
Favorite Desk Seat Co.,	"	Rassweiler, C. F. Co.,	"	Durant Desk Co.,	Racine, Wis.	Powers Regulator Co.,	Chicago
Ohio Hake Co.,	Dayton, O.	The Caxton Co.,	"	Rich'd Sch. Fur. Co.,	Richmond, Ind.	Fuller & Warren Warm. & Ven. Co.,	Chicago
G.R. Seating Co.,	Grand Rapids, Mich.	U. S. School Furniture Co.,	"	Wabash Sch. Fur. Co.,	Wabash, Ind.	Fuller & Warren Warm. & Ven. Co.,	Chicago
Man. Sch. Fur. Co.,	Manitowoc, Wis.	Franklin Publishing Co.,	N. Y. C.	Springfield Sch. Fur. Co.,	Springfield, Ill.	American Boiler Co.,	N. Y. C.
Marshall Sch. Fur. Co.,	Marshall Mich.	Harison, Wm. Bev.,	"	N. J. Sch. Fur. Co.,	Trenton, N. J.	Boynton Furnace Co.,	"
Stafford, E. H. Co.,	Muskegon, Mich.	Kellogg & Co., E. L.,	"	Bloomsburg Sch. Fur. Co.,	Bloomsburg, Pa.	Fuller & Warren Co.,	"
Globe Sch. Fur. Co.,	Northville, Mich.	Mutual Book Co.,	"	Min. Sch. Fur. Co.,	Minneapolis, Minn.	Gorton & Lidgerwood,	"
Piqua Sch. Furniture Co.,	Piqua, O.	Potter & Putnam,	"	Burd Sch. Fur. Co.,	Burlington, Ia.	Hart & Crouse,	"
Durant Desk Co.,	Racine, Wis.	Potter & Co. John E.,	Philadelphia	Condon, C. H.,	St. Paul, Minn.	J. L. Mott Iron Works,	"
Rich'd Sch. Fur. Co.,	Richmond, Ind.	<b>Dialogues and Recitations.</b>		<b>Photos for Schools.</b>		Standard Radiator Co.,	Cincinnati O.
Wabash Sch. Fur. Co.,	Wabash, Ind.	Baker W. S.,	Boston	Soule Photo Co.,	Boston	Peck & Williamson Co.,	Cincinnati O.
Springfield Sch. Fur. Co.,	Springfield, Ill.	Denison, T. S.,	Chicago	Dunton, C. H. & Co.,	"	Hersey Alwood Heater Co.,	"
N. J. Sch. Fur. Co.,	Trenton, N. J.	Flanagan, A.,	"	Heggar, Frank,	New York	Clifton, N. J.	
Bloomsburg Sch. Fur. Co.,	Bloomsburg, Pa.	March Bros.,	Lebanon, O.	Franz Honstaedl,	"	Roberts Machine Co.,	Collegeville, Pa.
Min. Sch. Fur. Co.,	Minneapolis, Minn.	Dick & Fitzgerald,	New York City	Berlin Photo Co.,	"	Craig Reynolds Foun. Co.,	Dayton, O.
Burd Sch. Fur. Co.,	Burlington, Ia.	Excelsior Publishing Co.,	"	Ad. Braun & Co.,	"	U. S. Heater Co.,	Detroit, Mich.
<b>School Apparatus, Phys. and Chem.</b>		Kellogg & Co., E. L.,	"	<b>Program Clocks.</b>		Hyatt & Smith Mfg. Co.,	"
Franklin Ed. Co.,	Boston	Ogilvie, J. S.,	"	Fred. Erick,	Waynesboro, Pa.	Detroit Heat & Vent. Co.,	"
Hall, Thos & Sons,	"	Russell, R. H. & Son,	Philadelphia	Blodgett Bros.,	Boston, Mass.	Erie, Pa.	
Hammett, J. L. Co.,	"	Garrett Co., P.,	"	Prentiss Clock Co.,	N. Y. City	Stover Heater Co.,	Freeport, Ill.
Knott, L. E. App. Co.,	"	Penn. Pub. Co.,	"	<b>School Records, Blanks, and Stationery.</b>		Herenden Mfg. Co.,	Geneva, N. Y.
Ritchie E. D. & Sons,	"	<b>Dictionaries &amp; Cyclopaedias.</b>		Hammett Co., J. L.,	Boston	Hartford Heater Co.,	Hartford, Ct.
Thompson, A. T. & Co.,	"	Appleton, D. & Co.,	New York City	Oliver Adams Pub. Co.,	Chicago	Raymond Campbell Mfg. Co.,	Middletown, Pa.
Ziegler Electric Co.,	"	Dodd, Mead & Co.,	"	Central Sch. Supply Co.,	Chicago	Mowry, W. C.,	Norwich, Conn.
Central Sch. Supply Co.,	Chicago	The Century Co.,	"	Donahue & Henneberry,	"	E. M. Link, Machine Co.,	Peoria, Ill.
Manasse, I.,	"	Funk & Wagnalls,	"	U. S. School Furniture Co.,	"	L. A. Sheppard & Co.,	Philadelphia
McIntosh Battery Co.,	Chicago					Howard Furnace Co.,	Syracuse, N. Y.
Olmsted Scientific Co.,	"					Pease Furn. Co., J. F.,	Syracuse, N. Y.
Robbins A. L. Co.,	"					Ranton Boiler Co.,	Syracuse, N. Y.
Sargent & Co., E. H.,	"					Canton Furnace Co.,	Utica, N. Y.
U. S. School Furniture Co.,	"					Giblin & Co.,	"
Walsley, Fuller & Co.,	"					Kernan Furnace Co.,	"
						Russell Wheeler & Co.,	"
						Broomell, Schmidt & Co.,	York, Pa.

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The variety of Columbia Bicycle advertising is great. All the good points of Columbias, all the delight of riding them, cannot be fully described in any one advertisement, nor in a hundred.

We wish to know how many announcements can reach any one person, and so offer a

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to whoever shall send us the greatest number of different Columbia Bicycle advertisements clipped from newspapers or magazines issued since Jan. 1, 1896.

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Each advertisement must have plainly attached to it the name and date of the newspaper or magazine from which it is clipped.

Separate entries cannot be combined. Entries must be received by us at Hartford on or before Tuesday, June 30, 1896. In case of a tie, the award will be made according to priority of receipt and entry. Address

Department of Statistics,  
**POPE MFG. CO., Hartford, Conn.**



### Summer Schools.

(CONTINUED FROM PAGE 524.)

The Ginn & Company Summer School of Music and Drawing at Evanston, Ill., July 6 to 18. Address Ginn & Co., 355, 361 Wabash avenue, Chicago.

IOWA.—Des Moines Summer School of Method. Seventh annual session, in West Des Moines High School building. For Summer School Annual, address, Des Moines Summer School, Des Moines, Iowa.

MISSOURI.—The Fairmount Chautauqua, Kansas City, Mo., May 30-June 14.

INDIANA.—Indiana University Summer School. Class work begins June 16. Address C. S. Thomas, Bloomington, Ind.

Summer Term of the Indiana State Normal School. June 29 to Aug. 6. Address Pres. W. W. Parsons, Terre Haute, Ind.

MICHIGAN.—University of Michigan Summer School. June 29 to August 7. Nineteen departments, seventeen courses. James H. Wade, secretary. Ann Arbor, Mich.

Bay View Assembly and Summer university at Flint, Mich., July 8 to Aug. 11. Address J. M. Hall, Flint, Mich.

Summer School of Flint Normal College and Business Institute. July 6 to August 10. Address G. E. Swartout, Flint, Mich.

Summer School of Pedagogy and Review in connection with Benton Harbor College and Normal. June 29-August 8. Address G. J. Edgcumbe, Benton Harbor, Mich.

Ferris Summer School for Teachers, at Big Rapids, Mich. Begins May 25 and July 6 respectively. Address W. N. Ferris, Big Rapids, Mich.

Alma College Summer School. Six weeks, beginning June 29. Address Jos. T. Northon, Sec'y, Alma, Mich.

Summer School in Latin, June 1 to Sept. 1. George N. Ellis, Director Olivet College, Olivet, Mich.

Central Michigan Summer Normal School at Mt. Pleasant, Mich. July 6, continuing five weeks. Address Prin. C. F. R. Bel-lows.

MINNESOTA.—University of Minnesota Summer School, Minneapolis, Minn. Fifth Annual session July 26 to Aug. 21. Address D. I. Kiehle, conductor, University of Minn.

Summer Institute for Indian school employees at St. Paul, Minn., July 20 to 25.

KENTUCKY.—The Kentucky Chautauqua at Lexington, Ky. June 30-July 10.

TENNESSEE.—Monteagle Assembly Bible Institute, Normal Institute, and Summer Schools, during July and August. Address A. P. Bourland, General manager. Nashville, Tenn.

NEBRASKA.—The Beatrice Chautauqua, Beatrice, Neb. June 16-28.

Lincoln Normal University Summer School. Begins June 15. Address Lincoln Normal University, Lincoln, Neb.

KANSAS.—Summer Institute for Indian school employees, at Lawrence, Kan., July 13 to 18.

WISCONSIN.—Summer School for Physical Training. Under the auspices of the North American Gymnastic Union, at Milwaukee, Wis. Six weeks, June 29 to August 8. Address Wm. A. Stecher Third and Chestnut Sts., St. Louis, Mo.

ROCKY MOUNTAIN AND PACIFIC STATES.

COLORADO.—Denver Normal and Preparatory Summer School. Third annual session June 15 to July 18. Address Fred. Dick, Kittredge building, Denver, Colo.

CALIFORNIA.—Summer Institute for Indian school employees San Francisco, at Cal., August 3 to 8.

UTAH.—Summer school under the auspices of the faculty of the Utah university. Address president of university, Salt Lake City, Utah.

### EUROPE.

Summer School of Art and Science Edinburgh summer meeting. Tenth session, at the University Hall, Edinburgh, Scotland. Part I. August 3 to 15, Part II. 17 to 29. Address T. R. Marr, Outlook Tower, University Hall, Edinburgh. Dr. Rein, of Jena will be among the professors.

GERMANY.—University Summer School at Jena, Germany. Address Prof. W. Rein, Jena.

Arnold  
Constable & Co.

### Ladies' Costumes.

New and fashionable materials for street and carriage wear.

Ladies' Seaside and Summer Dresses.

Batiste, Organdie, Grenadine

Dresses.

Wraps and Jackets.

Silk and Mohair Shirts.

Bicycle Habits.

Broadway & 19th St.

NEW YORK.



### CARDS!!

To reduce our enormous stock of Cards and Scrap Pictures we shall sell Beautiful Cards of every description at Great Cut Down

50 Reward of Merit Cards, Children's Delights, 50 Serpentine Test Cards, 50 Easter Cards, (Beauties), 50 Birthday, 50 Christmas and New Year, 50 Elegant Snowflake and Fine Bristol Cards in assorted tints, 50 Blank Cards, Scrap Pictures and Premium Goods at Wholesale. Address BIRD CARD WORKS, BOX 7, Clintonville, Conn.



## "Ball-Bearing"

Bicycle  
Shoes

Make Riding Easy

They are made in many styles—high or low-cut—Corrugated Soles—Pratt Fasteners secure laces without tying.

PRICE—Black, - - \$3.00  
Tan, - - 3.50

Ladies' Covert Cloth  
Knee Boot, - - 6.00

SOLD BY DEALERS  
EVERYWHERE

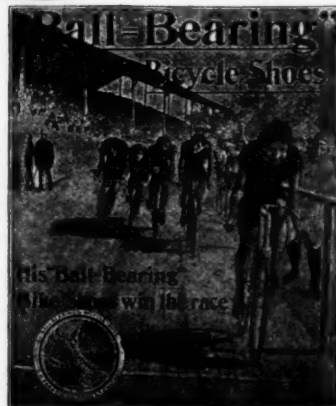


If yours does not keep them, Shoes will be sent prepaid on receipt of price.

Be sure this Trade-Mark is stamped on heel.

Handsome Booklet Free—send for it!

C. H. FARGO & CO.  
CHICAGO





## White Shirts

—unlaun-  
dered, for  
men and  
boys, at

63 Cents

Our justly  
celebrated

"Great  
Wonder"

White Shirt,

at this price, is one of the greatest offerings ever made. It is made of excellent white muslin and has an all-linen bosom, fits accurately and launders perfectly. Send size of collar worn. The price—63 cents—includes cost of mailing. Money refunded, if desired.

Strawbridge & Clothier,

DRY GOODS. PHILADELPHIA.



Illustrated Catalogue Free.

BRANCHES:

185 Wabash Ave., Chicago, Ill.; 1217 Bedford Ave., Brooklyn, N. Y.; 1013 Olive St., St. Louis, Mo.; 567 Broad St., Newark, N. J.; 71 Whitehall St., Atlanta, Ga.; 12 Park Square, Boston, Mass.; 315 Western Boulevard, N. Y.; 334 Connecticut Ave., N. W., Washington, D. C.



There are monarchs, there are monarchs,  
Men of every clime and hue,  
From the Czar of all the Russias  
To the Prince of Timbuctoo:  
Monarchs good and monarchs famous,  
Monarchs short and monarchs tall;  
But the best is our Monarch—  
It's the Monarch of them all.

## Monarch

King of Bicycles—A Marvel of  
Strength, Speed and Reliability.

4 models, \$30 and \$100, fully guaranteed. For children and adults who want a lower price wheel the Defender is made in 8 models, \$20 to \$75.

Send for Monarch book.  
MONARCH CYCLE  
MFG. CO.,

Lake, Halsted and  
Fulton Sts., CHICAGO.  
83 Reade Street,  
New York.



## New Books.

The Brownings are usually considered difficult reading for young people, yet there are many things that those not deeply versed in literature can enjoy, especially among the shorter selections. A collection of the best short poems entitled *The Brownings for the Young*, has been edited by Frederic G. Kenyon, late fellow of Magdalen college, Oxford. It is peculiarly fitting that the best poems of Robert Browning and his gifted wife should be included in the same volume. Though the quality of their poems differs it is high in each case. In this book are some of the best-known poems of these great writers, as "The Pied Piper of Hamelin," "Hervé Riel," "The Lost Leader," "Evelyn Hope," "To Flush, My Dog," "The Cry of the Children," "Cowper's Grave," and others as well known, with explanatory notes and an introduction. (Macmillan & Co., New York. 40 cents)

*Pantomimes; or, Wordless Poems*, is the title of a volume of exercises that the author, Mary Tucker Magill, has used with great effect, both in classes of elocution and calisthenics, but they have a special adaptation to the former. At the request of teachers who have seen and heard them they are given to the public; they will be of great assistance to teachers of elocution. There are given pantomimic exercises expressive of the various emotions, also well-known poems. Numerous illustrations show the attitudes assumed. (Edgar S. Werner, 108 Sixteenth street, N. Y.)

*Spring Notes from Tennessee*, by Bradford Torrey, is the story of a naturalist's visit to places in the vicinity of Chattanooga. He combines the naturalist and the historical observer and yet the naturalist's instincts frequently get the better of him when the non-scientific observer would be absorbed in the story of battles. A bird note has greater charm for him than reminiscences of points where the cannon roared and the musketry rattled thirty-three years ago; yet, while describing his rambles over this famous ground and the songsters he saw, he gives a fair idea of Missionary Ridge, Lookout mountain, Chickamauga, Orchard Knob, and other battle fields. The sketches are charmingly written and will make profitable reading. (Houghton, Mifflin & Co., Boston. \$1.25.)

To the Cambridge Historical series, whose aim is to sketch the history of modern Europe, with that of its chief colonies and conquests, Edward Channing, Ph. D., assistant professor of history in Harvard university, has contributed a history of our own country entitled *The United States of America, 1765-1865*. The aim of this book has been to trace the steps by which the American people and its peculiar type of federal state have developed out of the heterogeneous materials found in the English-American colonies in 1760. History presents no more wonderful story than that of the development of this great nation in so short a time. Less attention is paid to the campaigns and battles than to social and political questions. The author has a firm grasp of the subject and writes with a freedom and fairness that makes his narrative very attractive. Students of our political history will find here clear statements of the great questions that have come up from time to time. It is provided with excellent maps and side headings. (Macmillan & Co., New York. \$1.50.)

F. A. Stokes Company will enlarge the *Pocket Magazine* to 158 pages. A new battle story from Stephen Crane appears in the May number.

"Just as  
Good"  
never yet  
equalled  
the

**S. H. & M.**  
REGISTERED TRADE MARK.  
BIAS  
VELVETEEN  
SKIRT BINDING.

Simply refuse  
the "just as good" sort.

If your dealer will not  
supply you we will.

Samples showing labels and materials mailed free.  
"Home Dressmaking," a new book by Miss Emma M. Hooper, of the Ladies' Home Journal, telling how to put on Bias Velveteen Skirt Bindings sent for 25c., postage paid.  
S. H. & M. Co., P. O. Box 699 N. Y. City.



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THE Demand for Crescent Bicycles during the present season has been unprecedented—coming from all parts of the world—every wheel sold has been a perpetual advertisement of Crescent quality. The latest improvement to the Bicycle in material used, in pattern or in the machinery for manufacture is added to the Crescent just as soon as it's proven to be practical. When you buy a

## Crescent

"Sky-High."

you get a wheel fresh from the factory with all the latest improvements and fully guaranteed by the largest Bicycle manufacturers in the world.

WESTERN WHEEL WORKS,  
Factory: CHICAGO, ILL.

## QUAKER FOLDING VAPOR BATH CABINET.

\$5 to \$10 a day to Ladies or Gents  
Selling Cabinets to Families and Physicians.  
Everybody buys, sick or well. Turbids, Russian or Medicinal Baths at home. 50,000 sold. No more Bath Tubs or Doctor Bills. Renovates your system, prevents Obesity. Cures Colds, Rheumatism, La Grippe, Neuralgia, Sonoma, Catarrh, Bright's Disease, Malaria, Headaches, Female Complaints, and all Blood, Skin, Nerve and Kidney Diseases. Beautifies the complexion. Guaranteed. Reimade, lasts a lifetime. Price low. Size folded 18x12 in., 5 lbs. Greatest seller on earth. Wholesale to agents. BOOK FREE. C. World Mfg. Co., Columbus, O.

## 1896 High Grade Bicycles

Shipped anywhere  
C. O. D. at lowest  
wholesale prices.  
\$100-Club wheel \$27.50  
\$25 "Springfield" "24.50  
\$25 " " "23.50  
\$20 Bicycles "10.75

Latest models, fully guaranteed; pneumatic tires; weight 17½ to 20 lbs.; all styles and prices. Large illustrated catalogue free. Cash Buyers' Union, 162 W. Van Buren St., Chicago

## Interesting Notes.

The Sprague Correspondence School of Law, Detroit, Mich., offers three courses—preparatory, college, and business law. The preparatory course is intended for those who have little time and are looking forward to having more time in the future, by giving very short easily learned lessons. It meets the wants of those who lack money by being cheap and requiring the purchase of no text-books. Those who take it will find the regular course comparatively easy when reached. The college course of study is adapted to persons who have never read law, to those who have studied some law, but want more thorough preparation, and to the lawyer for review. The course embraces two years' work and covers substantially the same ground as covered by the regular law college courses, and if thoroughly studied will prepare students for examination for admission to the bar. The business law course is intended for those who wish a knowledge of law to assist them in their daily occupation or business. Testimonials of scores of persons who have taken these courses may be had on application. The school is now seven years old, and has the co-operation of the leading law colleges of the land. Many of its graduates are practicing attorneys.

Stevenson's home life, as illustrated in the May *Scribner's*, contains a great many illustrations made direct from the photographs in the family albums, showing portraits of Stevenson with many of his South Sea friends who are constantly alluded to in his books and letters. The first installment also contains two original poems of more than 100 lines that have never been published.

It gives us pleasure to call our readers' attention to an article that has solid merit, namely, Brown's Bronchial Troches. For more than a hundred years a sterling character, honesty of purpose, and wise dealings have characterized the house manufacturing this excellent and popular article. The same determination to do everything well has marked for nearly fifty years the manufacture and sale of these famous troches. Every speaker and singer knows their immense value, and all are ready to tell of their worth for colds and sore throats. But public singers and speakers are not the only ones who derive great benefit from the use of Brown's Bronchial Troches. The general public are not slow to show appreciation of a good thing. The immense sale of these troches proves the truth of this statement. We can unhesitatingly recommend them to our readers, thus following the example of ministers and regular physicians who know their value for affections of the throat.

**The Ladies' Friend.** Pond's Extract. No household should be without it. Book of directions around each bottle.

Many teachers will, undoubtedly, go to Europe this season, and will need to change their United States money for that of the currency of the countries they intend to visit. Many times this has been attended with much difficulty and sometimes with considerable loss. The travelers' cheques of the American Express Company are intended to take the place of letters of credit, bills of exchange, circular notes, and bank drafts—being more available, economical, and safer than any other form of travelers' credit. This company's extensive list of over 20,000 correspondents throughout the world, as well as the entirely original manner in which its cheques are drawn, render them for all practical purposes as available as cash in any country, and virtually a universal currency. The travelers' cheques can be had in any quantity, and of the denominations of \$5, \$10, \$20, \$30, \$40,

\$50, \$60, and over, every cheque bearing the exact foreign money equivalents in the principal countries of Europe. The face value of the cheque is paid in gold or its equivalent. In European countries such designation upon cheques of the exact foreign money equivalents is a distinct advantage, tending to prevent the exaction of commissions or exchange when cashing. This most original feature has led all such as have used the cheques to pronounce them superior to all other forms of travelers' credit. Travelers will save time and avoid delays and inconvenience by carrying these cheques. Through arrangements, existing with the principal hotels, shop-keepers, etc., to accept the same, the necessity of specially visiting bankers to obtain funds, and consequent loss of time are frequently avoided, as well as delays (incident to the use of letters of credit) resulting from inability to obtain funds from banks on Sundays, holidays, and fete days. Loss by discounts upon the money of one country carried into another, can be avoided by use of these cheques. Being issued in the different denominations already stated, the traveler can confine the cashing of cheques to the actual amount required in any country. The distribution of funds among the members of a family or party, can be made with these cheques, thereby adding materially to the convenience and comfort of a trip; a facility not procurable under a letter of credit. No identification required. Fuller particulars in regard to them may be obtained at any of the thousands of offices of the American Express Company. We have used these cheques and can recommend them as the most satisfactory and convenient means of exchange now in vogue.

Charles Barnard, in an able discussion of "The New Photography," in *The Chau-tauquan* for April, writes as follows: There is no focusing, as there is no lens, and it appears to be only necessary to place the object to be photographed as near the plate as possible. In appearance the negatives all seem to be most perfect in the center, as if the streams of rays from the vacuum tube spread through the air in every direction. The plates give the best results when close to the tube and all the photographs appear to be deeper or most intense in the middle and to fade and grow thin at the edges. The rays cannot be deflected or concentrated as in a camera and therefore there are as yet no real pictures. However, the silhouettes obtained are so remarkable that we can well afford to wait and see what future experiments and discoveries will bring forth.

The slangy abbreviation of the word barrel, says an article in *Current Literature*, means a barrel of money. In the spring of 1876, when the Democratic party was selecting its delegates to the national convention which subsequently nominated Samuel J. Tilden for the presidency, the *Globe Democrat* [of St. Louis] alluded to that gentleman as the candidate with a bar'l, meaning that he was able and willing to spend large sums to influence his election. The phrase was caught up all over the country, and bar'l became synonymous with wealth in the case of a political candidate.

The great naturalist, Humboldt, says an article quoted in *Current Literature*, calculated that a given space of ground, planted with bananas, would produce one hundred and thirty-three times as much food-substance as the same area sowed with wheat. A banana cluster weighing over one hundred pounds is not an infrequent sight at our wharves, and plants bear fruit every month in the year. Bananas to be

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exported are taken green from the tree. Ripe ones would rot before reaching our markets. Nine-tenths of the bunches are green when they arrive here. As soon as possible they are hung up in large chambers heated by gas, the temperature being kept at 70 degrees. Heat from any other source will shrivel the fruit, or ripen it too quickly. This mode of ripening fruit is employed in winter only. In late spring, the fruit is allowed to ripen naturally. In the hotter months it is hung up in cellars. Bananas are divided by dealers into four grades, the finest quality being called golden veils. In a cargo of 15,000 bunches, there will be only from 200 to 400 bunches of this grade. Next to the golden veils are No. 1's, then come eight hands, and the cheapest are styled No. 2's. These last bunches are the ones sold by fruit peddlers. Millions of dollars are invested in the banana trade.

#### Exploration in Egypt.

As to the actual workmen that I employ—who number some two hundred or two hundred and fifty men—these are all from the village of Sakkara itself. The men are paid at an average rate of seventy-five centimes a day for each digger. Children receive fifty centimes, and are utilized in carrying away earth in baskets, which they poise on their heads. To be sure this process is a superannuated one. But the Egyptian *fellah* abides by it, and any improvements on it are dismissed by him with scorn. There is a gain in picturesqueness through it, assuredly; for nothing is more curious than to watch these files of children hastening on and on, like ants to an ant-hill, to empty their baskets at the place assigned; while at the same time the carts, tilted over by the *chantiers*, remain quite useless. But the most improved methods of such work seem only to bear testimony to the prodigious strength of primitive means—those by which the pyramids themselves were erected, and the greatest edifices of antiquity brought into existence. The *fellah* workman withal is industrious; he subsists on a little bread and water adding a few dates, or cucumbers, or vegetables, though very rarely any meat—a thing much too costly for his resources. Hence, when my explorations have led to an important discovery, I follow the custom of regaling the laborers with—a native buffalo! This means a fine fête for the village. It was in the midst of these simple people, in his Sakkara house, that Marietta Bey lived many years. It was with them that I as well spent my winters, dividing my time between my editorial necessities and the superintending of the field of operations. And Marietta Bey was right in his liking for the *fellah* and his desert. One experience in the neighborhood of these vast cities of the dead, buried in the sands, poetical emotions impossible to define.

—Harper's Magazine for May.

Teacher, why not purchase a wheel and gain strength and cheerfulness during the summer vacation? It saves railroad fare and gives lots of pleasure. The Monarch ranks with the best for strength, speed, and reliability. There are four models from \$80 to \$100, besides the Defiance made in eight models, \$40 to \$75. Send for a book to the Monarch Cycle Mfg. Co., 83 Reade street, N. Y.

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There are hosts of people who would like to get a knowledge of foreign literature, but who have not the time to spend in mastering the language. To such the books of Arthur Hinds & Co. are valuable. They have sixty-seven volumes of literal and interlinear translations: also dictionaries in several languages.

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A school is hampered if it has not the latest appliances. School supplies of every description may be obtained of the Central School Supply House, 173 Fifth avenue, Chicago. We cannot mention all of them—a partial list is found in another column. All their goods are made on sound, recognized psychological principles.

A surprise is in store for the 12,000 to 15,000 teachers and school officers who will attend the meeting of the National Educational Association at Buffalo next July. Many have not been in that city since 1860, when the last meeting was held there. They will see a city which has grown steadily from year to year having now hundreds of factories and foundries, immense offices and public buildings, and handsome stores and residences. They will see in Ellicott Square building the largest and handsomest office building in this country. They will see the largest, finest, and best-equipped barn and stable in the United States, owned by one of the most popular and public spirited men in Buffalo, Mr. Charles W. Miller. If we may judge by past experience we will say that all those who attend the meeting will receive a hearty welcome and experience a most enjoyable time.

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